Junior High School Manual

(Provisional)

Bulletin 248

Commonwealth of Pennsylvania

Department of Public Instruction

Harrisburg

Foreword

Last year over four-fifths of all public secondary schools of the Commonwealth were organized as a separate or as a combined junior-senior high school. The tremendous growth in the junior high school movement in recent years emphasizes the need for a re-evaluation of the functions and purposes of the junior high school in Pennsylvania.

A State-wide committee has been working for over a year preparing a tentative bulletin concerning the junior high school. The committee and the Department of Public Instruction are anxious that the school year 1956-57 shall be a year in which junior high schools will re-examine their programs to see what changes can be made better to serve their functions and purposes. The provisional manual suggests some departures from the program outlined in Bulletin 241 Revised. Although Bulletin 241 will remain the standard, schools desiring to experiment in the manner suggested in the provisional Junior High School Manual, Bulletin 248, are encouraged to do so.

A series of conferences is being planned throughout the Commonwealth in order to have teachers and administrators in the field discuss and evaluate the provisional manual. At the conclusion of the trial period of approximately one year, the bulletin will be printed in a final form which will be based on the reaction and comments of the people in the field as well as the results of the experimentation by the various schools.

The provisional bulletin has been prepared under the direction of Harold F. Martin, Director, Bureau of General Education, and L. H. Snader, Chief, and James S. Tresslar, Adviser, Division of Secondary Education. Rachel S. Turner, Editor for the Department of Public Instruction, has been responsible for editing the bulletin.

Ralph C. Swan

April 1956

Acting Superintendent of Public Instruction

Acknowledgements

Valuable assistance in the determination of what materials should be presented and in the actual preparation of much of the copy throughout the production of this bulletin is gratefully acknowledged. The personnel of the committee follows:

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CONTENTS

CHAPTER I. THE JUNIOR HIGH SCHOOL - ITS PURPOSE AND HOW IT FUNCTIONS

The role of the junior high school is twofold. On the one hand it is an integral part of a continuum of education which has its roots in pre-school experiences and comes to full fruition in adult living. To perform well in this respect the junior high school must recognize the wholeness of the development of the individual. It views its responsibility in relationship to that of the elementary school and the senior high school. Its philosophy and purposes are carefully made consistent with those of the entire school program. The content of instruction is designed to contribute logically to the furtherance of a well-rounded educational experience. In fulfilling this part of its role the junior high school performs the function commonly referred to as articulation. It contributes to a gradual growth from the one teacher, self-contained classroom of a relatively simple setting of the elementary school to the many teacher, increasingly specialized and complex setting of the senior high school. It must be borne in mind that the early adolescents of the junior high school are the same individuals who were once enrolled in the elementary school and who will be advancing into the senior high school. This concept calls for a strong interlacing of the total educational program with heavy responsibility falling upon the leadership of the school system to bring such articulation about.

On the other hand the junior high school has also purposes which are separate and distinct from those of the elementary and senior divisions of the school system. Junior high schools have been founded over the past forty years for a variety of reasons. Many of the original reasons have been temporary or have since become inappropriate to the changing educational scene. Illustrative of these are the establishment of

junior high schools in order to relieve crowded classroom conditions in both the elementary and senior high schools and the goal of providing terminal vocational experience for early school leavers. Modern counterparts of these less significant causes for junior high school establishment are seen in the incentive to establish junior high schools because of a more favorable reimbursement formula or because the junior high school has become the accepted pattern.

Where such objectives have motivated the administrative organization of junior high schools there is need to recognize better reasons, - the real and abiding purposes which have caused the movement to grow and prosper. These purposes are rooted in the peculiar needs of the age group which the school is designed to serve. The philosophy of the junior high school is based upon an understanding and acceptance of the vagaries of adolescent behavior as a normal and predictable pattern of growth. As has been intimated above and will be re-emphasized throughout this publication, the prime justification for the junior high school lies in the fact that children go through a stage in their normal development, from preadolescence to adolescence, when certain needs become predominant or accentuated. Because the pattern of growth is both normal and predictable, because it is somewhat transitory in nature, and because it occurs relatively uniformly within the twelfth to fifteenth years of a child's development, a separate school organization provides the best climate in which to serve the developmental needs of adolescents.

What are some of the outstanding and generally recognized characteristics of the junior high school pupil and how should the school function to serve them most effectively? A brief answer to this question is given below and more specific suggestions will follow in this manual. It

Early adolescents are looking toward adulthood. They begin to question the value of learning experiences which have little evident relationship to their daily living. Furthermore, they feel the need for making independent decisions. The psychological truism that learning experiences which are more closely associated with a felt need are more effective takes on added meaning in the junior high school setting. Here, school becomes the proving ground for young citizens and classroom experiences must take a lifelike form.

The turn toward adulthood means also a turn toward adult responsibility in the matter of choosing a vocation. In this respect the complexity of modern technology adds to the already heavy burden on the shoulders of the adolescent. The program of the school must be designed to provide some insight by which vocational choice can be wisely made. The pupil must be helped to discover those interests which are founded on sound knowledge and to relate them to his own capabilities.

When the junior high school performs its part well not only will it blend well into the orchestration of the total school program but it will develop within itself a richness and fineness of expression which will help the whole growth process to take on the qualities of a symphony.

CHAPTER II. THE JUNIOR HIGH SCHOOL PLANT

The primary function of the school plant is to house the educational program. This means that the program of the school must be translated into those classrooms and special facilities necessary to achieve the program desired. Adequate space must be provided for pupil activities in instructional areas; playground and recreation areas; work space for clerical workers and building custodians; space for the teaching, supervisory, and administrative personnel; adequate storage areas for school equipment and supplies; and space for future expansion.

Of the many factors which contribute to a good school plant, none can be considered unimportant. Determining educational aims and formulating needs in terms that can be translated into designs and so become the school's physical plant; selection of a site; development of the design to fit the site aswell as the community's philosophy and pocketbook; selecting teaching equipment of all kinds; purchasing operating supplies; making provision for maintaining the plant properly so the investment of time, work, and money is protected; selection and, if necessary, training of personnel---all interact so intimately that though their importance varies none can be neglected.[1] Since discussion of the various phases of the junior high school educational program follow in subsequent chapters, the program to be housed will not be considered in detail.

One of the most important steps in the construction of a junior high school plant is the selection of a site. Schools should be located reasonably near the center of the school population to be served so that

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[1]Frank G. Lopez, "What Makes A Good School Building?", pp. 173-76. Architectural Record, June, 1955.

minimum riding and walking distances are achieved for the greatest number of pupils. The location should reflect due regard for the pupils' safety from hazardous walking and transportation conditions. In general, transportation should be provided for all secondary pupils living more than two miles from the school. There is a relationship between the length of transportation routes and the size of the junior high school. It is generally agreed that junior high schools of from 750 to 1000 pupils are desirable if they do not cause pupils to be on the bus for unduly long periods. A bus ride of not more than one hour each way is usually considered reasonable. Modern transportation facilities and good roads will enable busses to travel a considerable distance.

The physical factors of the site should be evaluated carefully before final selection is made. Among such factors to be considered are: shape, size, location, topographic conditions, and consideration of the factors of economy of acquisition and development, provision for expansion, condemnation proceedings if necessary, and best use of public utilities. The site should have a fair ratio of width to length and should lend itself to maximum utilization of the available area. Size should be sufficiently large to provide a usable minimum of 10 acres plus an additional acre for each 100 pupils of ultimate enrollment. The location of the site should be away from congested areas and be free from undesirable environmental factors such as unpleasant odors, noises, smoke, unsightly areas, and objectional business establishments. Topographic conditions of the land should be considered with regard to levelness, proper drainage, type of sub-soil, and suitable top-soil. Low, swampy land, filled land, poor soil condition, and land unsuitable for growing sod should be avoided. When the school site and the school building are planned thoughtfully as

a unit, much of the site will function as a logical extension of the building itself.

More than an architect's pencil is required to plan a functional junior high school building. The building needs should be determined in a democratic manner making maximum use of the contributions from the superintendent, principals, teachers, school board, citizens and pupils. Judgments have to be made with care, using all the information available from statistics, discussions, and surveys of population and educational trends. After all contributions have been carefully evaluated by responsible school people, the facilities that are finally approved will be determined by another important factor - finance. Quite frequently school building construction is a compromise between what is educationally desirable and that which is financially possible.

The trend today is toward simple buildings of educational usefulness, safety, and beauty at a minimum of expense. The functional design of today's school need not sacrifice attractiveness. Roof surfaces are horizontal, long, and low. The generous use of glass areas and window and door openings provide exterior beauty and charm. Attractive interiors are obtained by the use of colored tile, pastel walls, glass block, and bright draperies. Brick is still the traditional favorite for school buildings because it is durable, fire-resistant, and low in maintenance costs.

"The best design for a particular school will probably include a combination of materials. In making the choice, special local factors should be considered: temperature extremes, architectural environment and susceptibility to cyclones. It should be remembered, too, that original savings from the use of cheap materials can be wiped out with a rise

in upkeep. Maintenance can add as much as 25 percent to yearly operating expenses.

"Inadequate seating, acoustics, lighting, ventilation or heating are likely to incur high human maintenance costs - as well as waste dollars in the long run."[2]

When the site is adequate for both the school building and athletic fields, one story buildings may be desirable. A two story plan for classrooms is sometimes preferred because it reduces the amount of travel and time for pupils in getting from one class to another. It should be kept in mind that one story buildings reduce fire hazards and eliminate stairway accidents. School buildings of one or two stories make possible the greater use of the outdoors, a too often neglected educational resource.

The "campus" school is receiving some attention from school authorities. This is a development of separate units partially attached to a central area in which special facilities are usually housed. Without covered passages between buildings the problem of inclement weather in a campus type construction presents serious administrative considerations. Also,the campus school will probably increase building costs because of the extra roof and foundation areas that are necessary. In general the less compact a building is the greater is its cost. Possible educational advantages may have to be weighed against possible increased costs if consideration is given to the campus school.

The way the various parts of the building will be used must be carefully analyzed. By grouping associated areas, travel and confusion can be reduced. The library should be centrally located in the classroom area and adjacent to those classrooms housing activities likely to require

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[2]National Citizens Commission for the Public Schools, "What Are Our School Building Needs?" Working Guide No. 9, p. 39.

its greatest use. Placing the cafeteria in the vicinity of the library may tend to encourage the use of the library facilities over the lunch period. Bus loading and unloading should be at a distance from the main arteries of pupil, pedestrian, and bicycle traffic, but near the cafeteria or some other large area where pupils may wait before loading or after arriving. Access to this waiting area by at least two entrances is desirable. The music suite should be near the auditorium stage and have an exit directly to the outside. Placing the conference room near the administrative offices will enable it to be used readily by administrative, teaching and guidance personnel. Actually, it is located so as to supplement space available for guidance. The guidance counselors ought to be located adjacent to the administrative suite to permit the ready use of official files. A health suite is essential in a modern building. By placing it near the administrative offices, pupils who have become ill can be placed there and supervised more readily by office personnel in the absence of the school nurse. Also, office records are more readily available to the nurse.

The gymnasium, music rooms, shops, and cafeteria are the areas most likely to interfere with the academic work and should be isolated from classrooms. Acoustical material in corridors, cafeteria, and classrooms will reduce noise.

It has become standard practice to plan the heating, lighting, and ventilating systems of new buildings so that the gymnasium, auditorium, shops, library, cafeteria, art and craft room, homemaking and music rooms can be used independently with a minimum of cost and supervision by restricting access to other parts of the building.

Sound economy will dictate the use of all classrooms and other areas as intensively as possible within the goals and limits of the educational

program. Multiple-purpose areas have been used in schools with some success. The gymnasium-auditorium combination was one of the first of such compromises. Other possible combinations that may be used for reasons of economy are: gymnasium-cafeteria, auditorium-music, auditorium-cafeteria, library-cafeteria, cafeteria-study hall, and cafeteria-music. Use of collapsible cafeteria table and bench units mounted on casters or wheels facilitates the clearing of a sizeable area in a limited amount of time.

Double loaded corridors are generally more economical than single loaded corridors, but the latter make possible better light in classrooms and corridors. Corridors have more justification today as they are considered to have increased educational value. In addition to providing traffic arteries, they provide space for storage, alcoves, displays, bulletin boards, drinking fountains, lockers, and classroom "showcase" windows. The traditional wall separating the corridor from other activities may be eliminated or be made moveable in some areas in a building. The passageway thus becomes an extension of the instructional area for certain activities.

The trend seems to be toward making every classroom a visual-aids room. This is more economical than the building of a special room for visual aids and is usually considered to be better educational practice.

Lounges for the use of teachers are essential. These might be adjacent rooms so that they can be separated by folding doors which can be opened for group meetings.

Since the structure must accommodate the educational program for decades, it should lend itself to alteration or expansion to meet future educational needs without interfering with the present functioning of the building.

Emphasis should be placed upon a carefully organized public relations program in the planning of the building and during the interval until the building is completed. By fully informing the community of all aspects of the building program, many misunderstandings and misconceptions in the minds of the public will be averted.

CHAPTER III THE STAFF OF THE JUNIOR HIGH SCHOOL

A. The Principal

B. The Teaching Personnel

C. The Coordinator of Instruction

D. The Guidance Personnel

E. The Librarian

F. The Coordinator of School Life Activities

G. The School Nurse

H. The Home and School Visitor

I. The Secretarial Personnel

J. The Cafeteria Personnel

K. The Custodial Personnel

CHAPTER III. THE STAFF OF THE JUNIOR HIGH SCHOOL

The staff of a modern junior high school must possess those qualifications which are necessary to accomplish the function of this phase of a complete educational program. Personnel involved with junior high pupils need not only a broad general education but must also have gained an insight into the problems of pupil behavior with particular emphasis on the adolescent boy and girl.

The staff must be able to determine needs, interests and abilities of this age group, and to gear the educational program accordingly.

The following chart suggests a staff pattern to provide adequately for junior high schools of different sizes.

Personnel for Junior High School

Position	Less 350 Pupils	350 - 500 Pupils	500 - 750 Pupils	750 - 1000 Pupils
Principal	1	1	1	1
Vice-principal	-	½	½ - 1	1
Coordinator of instruction	½	½ - 1	1	1
Guidance Counselor	½	½ - 1	1 - 1½	1½ - 2
Librarian	½	1	1	1
Coordinator of activities	½	½	½	1
Teachers (1 teacher per 25 enrollment)	10 - 14	10 - 20	20 - 30	30 - 45
Secretarial Staff	1	1½	2	2
Cafeteria Workers	3-4	4 - 5	5 - 8	8 - 10
Custodial workers	2	3	4	5
Home and School visitor				
School Nurse	(To be used as part of school district service assigned to Junior High School)			
School Psychologist				

A. The Principal

A good principal may be described as one strong in personality, clear in thinking, democratic in staff and community relations, and courageous in action. He must be a skillful leader with vision; one who encourages teachers to experiment, to be creative, and to capitalize on the potentialities of their students. Thus, he is responsible for the development of a working philosophy of the school.

The principal shall meet all certification requirements including the possession of a secondary school principal's certificate. The Assistant principal shall have the same requirements or be in the process of obtaining them. Both should have had

teaching experience in the junior high school and an understanding of its function.

The following is a study compiled by Lehigh University on the duties of the Junior High School Principal.

DUTIES OF THE JUNIOR HIGH SCHOOL PRINCIPAL

I. LEADERSHIP IN THE PROFESSIONAL IMPROVEMENT OF THE STAFF

1. Select good staff members. 2. Build morale. 3. Promotes in-service training.

II. IMPROVING THE CLASSROOM INSTRUCTION

1. Visits all classes. 2. Ready to help teachers at all times. 3. Holds classroom work to be most important.

III. BUILDING AND IMPROVING THE CURRICULUM

1. Sees the teacher as the curriculum. 2. Always works for curriculum improvement. 3. Sees the curriculum in terms of pupil needs.

IV. MAINTAINING ORDER AND DISCIPLINE

1. Is consistent in enforcement of basic rules of good conduct. 2. Fosters positive discipline. 3. Stands with his teachers.

V. BUILDING AND IMPROVING THE CO-CURRICULUM

1. Keeps the co-curriculum in proper perspective. 2. Balances co-curriculum loads. 3. Has adequate system to properly handle finances.

VI. INFORMAL RELATIONS OF PRINCIPAL-STUDENTS

1. Always ready to help a pupil. 2. Keeps contacts with student body. 3. Builds enthusiasm and loyalty to school.

VII. PUBLIC RELATIONS AND COMMUNITY RESPONSIBILITIES

1. Takes active part in community affairs. 2. Maintains good relations with press, etc. 3. Fosters good school-home community relations.

VIII. MAKING THE SCHEDULE OF CLASSES

1. Builds schedule to meet pupil needs. 2. Equalizes teacher load. 3. Keeps the schedule operating smoothly from first day on.

IX. GUIDANCE AND ADJUSTMENT OF PUPILS

1. Knows best guidance procedures. 2. Provides adequate guidance personnel and facilities. 3. Provides good staff guidance.

X. DESK WORK, SUPPLIES AND CORRESPONDENCE

1. Delegates clerical responsibilities. 2. Holds regular office hours. 3. Learns to know what should come first.

XI. PROVISION AND UPKEEP OF BUILDING

1. Knows future building needs. 2. Sees building in terms of pupil needs. 3. Gets full staff and community cooperation in building, planning, and upkeep.

XII. RELATIONS TO SUPERIORS AND DELEGATION OF AUTHORITY

1. Has general policy well defined. 2. Supports superiors and subordinates. 3. Makes assignments with regard to staff ability and interest.

B. Teaching Personnel

Junior High School teachers should have a thorough background in the psychology of learning and child development as well as being thoroughly qualified in the subject fields. All teachers should be familiar with the principles and purposes in the Junior High School.

The characteristic of the young adolescent require that the teacher possess personal qualities and professional attitudes which will gain the confidence of the pupils.

Only in so far as the teacher gains the confidence of these boys and girls can the unique function of the Junior High School be effectively realized.

It is particularly important that pupils at this stage of development have the advantage of learning under the direction of dynamic, effective and understanding teachers.

C. The Coordinator of Instruction

The responsibility of the coordinator of instruction is to promote instruction and to provide help to the teachers for the improvement of instruction.

The duties of the coordinator include:

1. Assisting teachers with problems of orientation and adjustment.

2. Coordinating the work of teachers on departmental and grade levels through activities such as conferences, meetings, and other supervisory techniques.

3. Evaluating and selecting learning materials in cooperation with other staff members.

4. Encouraging teachers to develop instructional units.

5. Helping teachers to plan a wide range of pupil learning activities.

6. Serving in the role of liaison with other schools and with the community.

A coordinator should be trained in supervision, be able to work democratically and effectively with others, and be qualified to provide leadership in all subject areas.

D. The Guidance Personnel

The guidance activities should be assigned to a committee led by a certificated counsellor who is qualified by training and personality to stimulate, organize and direct an effective guidance program. The counsellor's leadership should coordinate the guidance activities which are the responsibility of every teacher in the school.

The Junior High School pupil needs help in recognizing his abilities, his limitations, and his interests. He needs help in understanding his problems whether they be educational, emotional, or social. He needs help in making choices, in analyzing possible results of his choices and in the selection of purposes and goals.

The guidance personnel should have had teaching experience; training in such areas as testing and measurements, diagnostic techniques, counselling methods, mental hygiene, case history technique, child accounting, the psychology of behavior, character development, youth problems, and work experience in business and industry.

E. The Librarian

The librarian should be trained and certificated in the field of library science, have a keen insight as to the needs and interests of adolescents, the ability to stimulate pupils to read, and by personality be effective in working with teachers. The librarian has responsibilities to both pupils and teachers. The librarian should work cooperatively with the teachers to provide materials which will enrich all phases of the instructional program. She is responsible for procuring and providing supplementary material for the school library needs. The efficiency is increased when clerical help is provided.

F. The Coordinator of School Life Activities

The coordinator of activities surveys the student body and the faculty to determine areas of interest and leadership that can be utilized in the school life activities program, organizes the activities, sets up a schedule, supervises and

evaluates the program. The coordinator may in addition, serve as adviser for such all-inclusive activities as student government, assembly programs, and social affairs. In selecting a coordinator, it is advisable to choose a person who has had successful experience in school activity work, and who is able to provide specific help to teachers in planning and carrying out the activities.

G. The School Nurse

The responsibility of the school nurse assigned to the junior high school will vary according to the related health services provided as part of the school districts total program. Because home visiting is one of her major activities, the school nurse has an intimate relationship with the Pupils home and neighborhood. She must know and understand the school health needs as revealed by the school medical and dental health examinations.

Since the nurse works closely with school administrators, teachers, parents, physicians, dentists, dental hygienist as well as many community groups and agencies; she is in a position to coordinate the activities of those interested in improving and correcting the remediable health condition. The principal duties of the nurse serving the school are:

1. Promote school, home, community health, so that all are health conscious.

2. Gather pertinent information for health examiners, encouraging parents to follow through on remedial measures for correction of defects.

3. Assist on carrying state of local health rules and regulations

4. Assist examining physicians and dentists in the absence of other health personnel; using the telebinocular and audiometer to check sight and hearing problems referred by teachers.

5. Acquaint school personnel with health problems found in the home.

6. Work with school staff and parents through talks, demonstrations, and exhibits in promoting hygienic conditions and planning for special examinations for athletics and other activities.

7. Work with the advisory health council, service clubs, and other community agencies to provide financial assistance for those who are in need.

8. Utilize existing health resources and avoid duplication of services.

9. Give active first aid assistance according to school policy.

10. Create a desire in pupils to develop habits, attitudes and appreciations which tend to safeguard their own health.

11. Work with handicapped pupils to bring about better adjustment, insure physical comfort, safety, and association with normal children.

12. Encourage the team approach - principal, counsellor, teacher, parent, and nurse - promoting the use of significant data concerning the emotional, physical and social health of the child.

H. The Home and School Visitor

The home and school visitor, acting in the light of special preparation and on the basis of an enlightened philosophy of education, is not only concerned with the fact of non-attendance or irregular attendance and employment, but is also interested in the educational psychological, medical, and social problems and needs of children who are attendance problems. The school visitor, therefore, endeavors to effect adjustments that are both educationally and socially sound.

Granting that the essential function of the home and school visitor must remain, legally, one of bringing about more desirable school attendance, it must be recognized that achieving this end involves the following responsibilities:

1. Helping the child to find a meaningful place in life and making available to him whatever facilities may be at hand or may be developed.

2. Helping the school adjust its program to the particular needs, interests, and capacities of its pupils.

3. Helping parents and others who may come in contact with these problems to realize that the school should be allowed and encouraged to make striking departures from a conventional "Three R's" program in order to meet the needs of its children.

4. Causing the community to recognize a responsibility to its children that is greater than the provision of school facilities.

The State Council of Education has approved the following requirements, effective September 1, 1951, for certification as a home and school visitor:

1. Experience

   One year of successful teaching experience in the public schools, or

   One year of social work under a recognized social welfare agency, or

   One year of graduate study in an approved school of social work

2. Baccalaureate degree from an approved college or university including professional courses from each of the following four fields:

   EDUCATION -- 6 hours required

   SOCIOLOGY AND SOCIAL WORK -- 6 hours required

   PSYCHOLOGY -- 4 hours required

   LEGAL PROVISIONS PRETAINING TO CHILD WELFARE -- 2 hours required

I. The Secretarial Personnel

The secretarial staff should be competent to perform general office work. In addition to the normal clerical and secretarial duties of the administrative office, the secretarial staff should be available to give clerical aid to teachers, to assist pupils in contacts with the administrative office and to receive parents, sales representatives and other guests.

The effective secretary should be familiar with the general policy and philosophy of the school and should carry out her duties in a loyal, cooperative and dependable manner.

J. The Cafeteria Personnel

The success of the school lunch program depends upon the leader and staff members responsible for its operation. If the program is to function as a vital factor in developing the total potentialities of children, it must have the careful attention of the school administrator and teachers, and the leadership of professionally trained dietitians. Factors which determine the number of personnel needed for quality preparation of type lunches include: space, equipment, service offered, marketing.

The School Lunch Director works with others to plan, develop, administer, and supervise the school lunch program on a district-wide basis; and aids in the integration of the school lunch program with the total curriculum. The cafeteria personnel should understand the characteristics and nutritional needs of adolescents.

K. The Custodial Personnel

The school custodian is concerned with the efficient and economical maintenance of a wholesome educational environment. To carry out his duties properly, he needs special aptitudes and skills to building management.

The custodian should be part of a team under the direction of the school administration dedicated to the wholesome development of boys and girls. He must have high moral standards, work effectively with others, and have understanding and sympathy for the needs of adolescents.

The school custodian should be selected with care. It is recommended that all prospective custodial employees satisfactorily complete a 30-hour course on the "Duties and Responsibilities of the Custodian," and that refresher courses should be given at regular intervals to keep the individual custodian alert to new and better methods and procedure. The Department of Public Instruction, through the Public Service Institute provides assistance in setting up training courses for custodial personnel.

CHAPTER IV. PROGRAM OF STUDIES IN THE JUNIOR HIGH SCHOOL

GENERAL BASIS FOR THE PROGRAM OF STUDIES

A. Introduction

The program of studies of the junior high school provides the master plan or schedule of events through which the student is to acquire learnings and qualities which will contribute to his growth and development. The program must be flexible enough to meet the needs of each of the students at a time when he is going through the difficult period of adolescence.

Certain learnings should be common to everyone in order that each will acquire the basic skills and culture - certain subjects should be studied by all students. An opportunity to study selected subjects for a longer period of time should be given to students who have developed an interest, have shown ability, or will have a greater future need for these subjects.

Some basic needs of the early adolescent are similar to basic needs of younger children, and part of the program is a continuation and extension of the elementary school. Because other needs have developed or are sharpened in early adolescence these new emphases must be considered and provided for when the program is planned. Specifically, there must be more attention given in the junior high school to such functions as exploration, socialization, and guidance.

Individuals differ from one another to a greater degree in the junior high school than in the elementary school or senior high school because of uneven rates of growth in each of the various phases of development. These differences require that more attention be given to differentiation and to integration.

Because the junior high school is a separate organization, special plans and provisions for articulation between schools must be made.

The junior high school must insure that its program of studies takes care of all of these functions.

The junior high school program of studies is effective when it provides for the individual needs of all educable adolescents and for their basic needs as citizens in a democratic society.

B. Needs of Junior High School Youth

* Every early adolescent needs

1. To continue to acquire and to maintain fundamental knowledges, attitudes, appreciations, and skills
2. To acquire the social skills required for living in a democratic society
3. To adjust to physical, emotional, and mental changes
4. To establish satisfying relationships with boys and girls of his own age
5. To grow in understanding of self
6. To establish satisfying relationships with family and other adults
7. To plan for a career
8. To develop socially desirable standards and values

In addition to these the adolescent has the same basic needs that all American citizens share:

1. To develop a respect for human dignity and personal worth
2. To develop the ability to work co-operatively to help solve group problems

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* WHAT ARE ADOLESCENTS LIKE?, Curriculum Office, Philadelphia Public Schools, 1953.

3. To develop abilities to the fullest extent
4. To develop a faith in the democratic process
5. To achieve a sense of security
6. To develop a strong, healthy body and mind
7. To develop acceptable social behavior

C. Purposes and Functions of the Program

It is the function of the junior high school to help each early adolescent discover his interests, abilities, and needs, and to reveal to him the educational possibilities forself-development. The program of studies should be organized upon the philosophy that each generation must learn to solve problems that are not even dreamed of while they are in school, a curriculum that must continually allow for modification and change - not as a fixed body of content and experience that can be passed on from one generation to another by the school. It must be carefully planned in terms of the educational functions to be achieved, with emphasis upon democratic principles throughout. The program must reflect the fact that a democratic society expects a great deal more of its citizens than does any other type of society. It must take into consideration the cultural heritage, the democratic way of living, and the rapid changes that are taking place in our social, economic, and political life. It must help him to make an intelligent adjustment to the world in which he lives.

To this end, the program of studies must provide appropriate experiences that will enable the pupil to discover and to develop his interests, abilities, and needs. It must make provision for acquainting him with his physical and social environment. It must provide experiences in practical and constructive social participation. It must develop in the pupil a mastery of the basic tools and skills of learning. It should

stimulate his desire to search for and use knowledge that will tend to develop him physically, emotionally, morally, intellectually, and socially.

The needs of exceptional children - slow learners, gifted, handicapped - should be provided for through modified programs. Adaptations may be made for boys and girls who will complete their formal education during junior high school years or soon after. An expanded program of activities - practical arts, physical education, and crafts - might be of value to these pupils.

It is further recommended that vocational courses for those students who are planning to take a trade preparatory curriculum in senior high school should not be initiated in junior high school. Choices made in junior high school should be regarded as preliminary.

D. Implementation of the Program

The Programs of Studies are suggested as guides to the practical implementation of the functions of the junior high school. The subjects and time allocations indicated here are those that have been agreed upon by leading educators throughout the Commonwealth as the basic program of studies for the junior high schools of Pennsylvania.

Although the subjects to be taken by pupils are indicated, there is some flexibility in the program. The mandated subjects and the minimum number of periods per week for each subject are listed, but a school may choose to extend the number of periods for those subjects in accordance with the pupils' needs. Also additional subjects may be included in the program of studies when such subjects are worth-while for their pupils.

While some uniformity of practice is desirable among schools, the regulations are not intended to obstruct experimentation or adaptations

to serve local needs. However, any marked departures from the recommendations should be submitted to the Department of Public Instruction for approval prior to the initiation of the program. Likewise, if approval is secured, a summary report of the experimentation should be submitted to the Department for evaluation.

In the ninth grade the program of studies for each pupil is not to be determined entirely by the school. In this grade the school offers the electives indicated, plus others, and the pupil with guidance chooses which he will take. A combination of electives should be selected by each pupil according to his abilities, interests, and future needs.

It is impossible within the scope of this bulletin to present sample programs that will cover every variety of scheduling.

In many junior high schools throughout the United States, it is considered good practice to assign seventh grade pupils to a teacher for more than one period a day. This teacher may teach two or more subjects to the pupil or he may teach unified subjects or core. In either case the pupil does not face as many teachers as he enters the junior high school, and he is not required to makeas great an adjustment, while the teacher is able to know a smaller number of pupils better. In the eighth grade the number of teachers a pupil has may be greater than in seventh grade, but not as great as in the ninth grade. Thus the adjustment is gradual from elementary school to senior high school.

PROGRAM OF STUDIES #1

With suggested number of periods per week, if periods are 45 or 50 minutes

Grade 7	Approximate No. of Pds.	Grade 8	Approximate No. of Pds.	Grade 9	Approximate No. of Pds.
(1) Language Arts	5-7	(1) Language Arts	5-7	(1) Language Arts	5
(2) Social Studies	3-5	(2) Social Studies	3-5	(2) Social Studies	5
(3) Geography	3-5	(3) Geography	2-5		
Mathematics	5	Mathematics	5	(4) Mathematics	5
Science	2-5	Science	3-5		
Music	1-2	Music	1-2	(9) Fine and	
Art	1-2	Art	1-2	Practical Arts	4-5
(5) Practical Arts	2-4	(5) Practical Arts	2-4	Phys. Ed.	2
Phys. Ed.	2	Phys. Ed.	2	(6) Health Ed.	1
(6) Health Ed.	1	(6) Health Ed.	1	(7) School Life	
(7) School Life		(7) School Life		Activities	3-4
Activities	3-4	Activities	3-4	(8) Guidance	1
(8) Guidance	1	(8) Guidance	1	(10) Library	
(10) Library		(10) Library		(11) Electives	5-10
TOTAL	35	TOTAL	35	TOTAL	35

(1) Language Arts comprises listening, speaking, reading, writing, spelling, literature.

(2) Social Studies comprises history and civics. The law states that in grade 9 Pennsylvania history and government, including elected and appointed offices, shall be taught. Therefore these items must be included in the ninth grade course in social studies.

(3) Geography may be combined with either social studies or science or both for a total of 8 to 15 periods in the seventh and eighth grades.

(4) Algebra or general mathematics

(5) Practical Arts comprises homemaking and industrial arts

(6) Health Education may be concentrated in either grade 8 or 9 for a total of three periods per week throughout the entire school year.

(7) School Life Activities will include homeroom, assembly, clubs, orchestra, choral groups, student council.

(8) Guidance service is to contribute to the educational, physical, social, and moral progress of the boys and girls. (See chapter on Guidance)

(9) Art, music, homemaking, and industrial arts must be available to each ninth grade pupil. Any one or a combination of these subjects which is reasonable and feasible may be selected by the pupil, but a minimum of four periods in Fine and Practical Arts shall be required.

(10) Planned provision should be made for the pupils to use the library regularly for the acquisition of information and for enjoyment. Instruction in its use should be given co-operatively by the subject area teachers and the librarian.

(11) The electives that are available should be determined by local needs. Science should be offered. Others may include agriculture, business exploration, foreign language, geography, typing, and others.

NOTE: The subjects that will have more than the minimum number of periods are left to the discretion of each school.

PROGRAM OF STUDIES #2

With suggested number of 60 minute periods per week

Grade 7	Approximate No. of Pds.	Grade 8	Approximate No. of Pds.	Grade 9	Approximate No. of Pds.
(1) Language Arts	4-5	(1) Language Arts	4-5	(1) Language Arts	4
(2) Social Studies	3-4	(2) Social Studies	3-4	(2) Social Studies	4
(3) Geography	3-4	(3) Geography	2-3		
Mathematics	4	Mathematics	4	(4) Mathematics	4
Science	2-3	Science	3-4		
Music	1-2	Music	1-2	(9) Fine and	
Art	1-2	Art	1-2	Practical Arts	3-5
(5) Practical Arts	2-3	(5) Practical Arts	2-3	Phys. Ed,	2
Phys. Ed,	2	Phys. Ed.	2	(6) Health Ed.	1
(6) Health Ed.	1	(6) Health Ed.	1	(7) School Life	
(7) School Life		(7) School Life		Activities	3-4
Activities	3-4	Activities	3-4	(8) Guidance	1
(8) Guidance	1	(8) Guidance	1	(10) Library	
(10) Library		(10) Library		(11) Electives	4-8
TOTAL	30	TOTAL	30	TOTAL	30

The same footnotes apply in the subject areas as in the program outline in "Program of Studies #1."

PROGRAM OF STUDIES #3

With suggested number of 45 or 50 minute periods per week

Grade 7	Approximate No. of Pds.	Grade 8	Approximate No. of Pds.	Grade 9	Approximate No. of Pds.
(1) Language Arts	5-7	(1) Language Arts	5-7	(1) Language Arts	5
(2) Social Living	12-17	(2) Social Living	12-17	(2) Soaial Living	12-17
Mathematics	5	Mathematics	5	(3) Mathematics	5
Music	1-2	Music	1-2	(7) Fine and	
Art	1-2	Art	1-2	Practical Arts	4-5
(4) Practical Arts	2-4	(4) Practical Arts	2-4	Phys. Ed,	2
Phys. Ed.	2	Phys. Ed.	2	(5) Health Ed.	1
(5) Health Ed.	1	(5) Health Ed.	1	(6) School Life	
(6) School Life		(6) School Life		Activities	3-4
Activities	3-4	Activities	3-4	(8) Library	
(8) Library		(8) Library		(9) Electives	5-10
TOTAL	35	TOTAL	35	TOTAL	35

(1) Language Arts may be included in Social Living or may be taught separately. Language Arts comprises listening, speaking, reading, writing, spelling, literature.

(2) Social Living in grades 7 and 8 may include learning in history, geography, science, guidance, homeroom, and language arts or these areas must be taught separately. In grade 9 social living may include a study of Pennsylvania, its history, people, land, and government, civics, guidance, homeroom, and language arts.

(3) Algebra or general mathematics

(4) Comprises homemaking and industrial arts

(5) Health Education may be concentrated in either grade 8 or 9 for a total of three periods per week throughout the entire school year.

(6) School Life Activities will include homeroom, assembly, clubs, band, orchestra, choral groups, student council.

(7) Art, music, homemaking, and industrial arts must be available to each ninth grade pupil. Any one or a combination of these subjects which is reasonable and feasible may be selected by the pupil, but a minimum of four periods in Fine and Practical Arts shall be required.

(8) Planned provision should be made for the pupils to use the library regularly for the acquisition of information and for enjoyment. Instruction in its use should be given co-operatively by the subject area teachers and the librarian.

(9) The electives that are available will be determined by local option. General science should be offered. Others may be foreign languages, geography, business exploratory, agriculture, typing, and others.

PROGRAM OF STUDIES #4

With suggested number of 60 minute periods per week

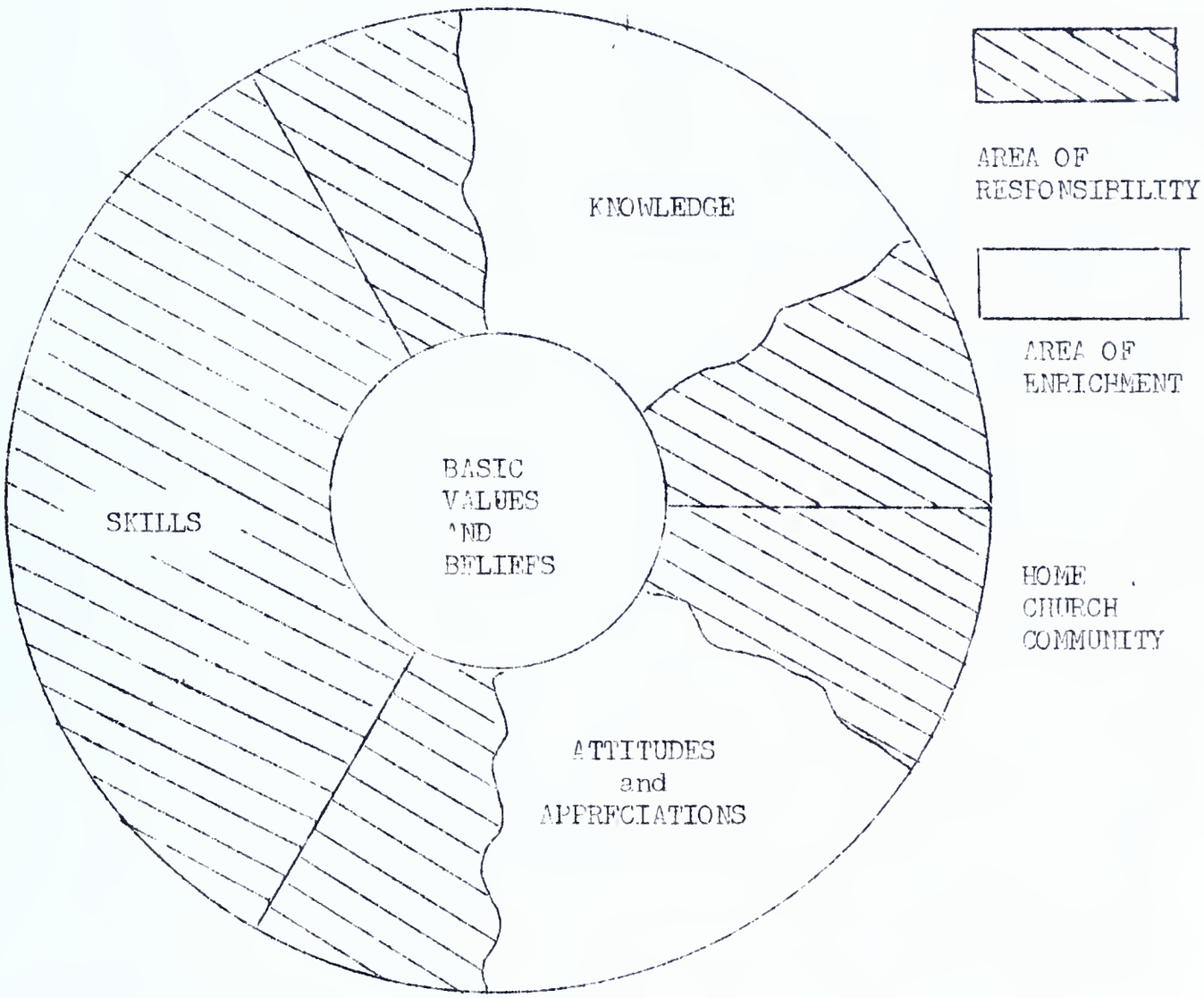
Grade 7	Approximate No. of Pds.	Grade 8	Approximate No. of Pds.	Grade 9	Approximate No. of Pds.
(1) Language Arts	4-5	(1) Language Arts	4-5	(1) Language Arts	4
(2) Social Living	9-14	(2) Social Living	9-14	(2) Social Living	9-14
Mathematics	4	Mathematics	4	(3) Mathematics	4
Music	1-2	Music	1-2	(7) Fine and Practical Arts	3-5
Art	1-2	Art	1-2	Phys. Ed.	2
(4) Practical Arts	2-3	(4) Practical Arts	2-3	(5) Health Ed.	1
Phys. Ed.	2	Phys. Ed.	2	(6) School Life Activities	3-4
(5) Health Ed.	1	(5) Health Ed.	1	(8) Library	
(6) School Life Activities	3-4	(6) School Life Activities	3-4	(9) Electives	4-8
(8) Library		(8) Library			
TOTAL	30	TOTAL	30	TOTAL	30

The same footnotes apply in the subject areas as noted in the "Program of Studies #3."

CHAPTER V. COURSES OF STUDY

The courses of study for the junior high school recognize the unique twofold function of continuing the fundamental education of the elementary school leading toward the increasingly specialized program of the senior high school which comes to its fruition in competent adult citizenship.

Designed to promote the integration of the total personality of the developing adolescent, the task of the courses of study provided by the program of studies is depicted in the following diagram: *



THE WELL BALANCED INDIVIDUAL

* Adapted by
Courtesy of Citizenship Education Project, Columbia University

It is generally agreed that the well balanced individual will have to possess strong central core of BASIC VALUES AND BELIEFS. If the schools are to accomplish their purpose in society, they must base their program on the beliefs, ideals, aspirations, and precepts of our American democracy. These basic values and beliefs are sometimes called moral and spiritual values. We take them for granted. They do not have to be proved as if they were scientific principles. We say, "We hold these truths to be self-evident" and conduct our lives accordingly. These basic values are the heart of what is meant by the word AMERICAN. They define our democratic heritage. They are not only beliefs which help students understand the society around them, make sound judgments, and act as responsible citizens, but they also clarify the content of the various subject matter fields.

Every well-balanced individual must have SKILLS because "doing" anything requires skills. The fundamental program of every school provides for instruction in the skills of the language arts, social studies, mathematics, and other subjects of the curriculum.

In the development of skills, KNOWLEDGE is specifically related to all the learning experiences a pupil has. The gaining of knowledge is not limited to the classroom but is gained from all other activities that a pupil experiences. The home, the church, and the community contribute to the pupil's total field of knowledge. Much of this knowledge is not in the textbook.

ATTITUDES AND APPRECIATION which include respect for others, personal responsibility, integrity, sense of service, sense of values, willingness to co-operate, respect for authority, and patriotism, all are developed as the pupil progresses in the educational program. Psychologists and educators do not yet know much about how to control the development of

attitudes. Observation indicates that pupils do develop mature and wholesome attitudes when they undertake real responsibilities in the classroom or in school activities under the direction of competent teachers.

The school does not provide all the ingredients for the well-balanced individual. Everything cannot be learned by direct experience. Life isn't long enough to learn everything in this manner. There are broader understandings that must go beyond the classroom experience. Reading, listening, writing, discussing, and participation in a wide variety of intellectual activities provide for educational growth and contribute to the development of the individual personality.

The unshaded areas of the diagram are the gaps that exist because no school program can provide all the educational experiences that contribute to an individual's total growth. The forces of the home, church, and various civic agencies play an important part in developing knowledge and attitudes for the youth. Thus, the courses of study for the junior high school, the school life activities combined with the other areas of enrichment unite toward producing active, alert, responsible, well balanced adolescents.

LANGUAGE ARTS

The ability to receive and to transmit ideas is fundamental to growth in all curricular areas. Language is the tool of communication. Its skills are listening, observing, speaking, reading, and writing. These skills are interwoven in all areas of pupil experience and bind all elements together through the channel of communication within and among all phases of the curriculum. A planned program of sequential instruction is needed to direct and develop the ability of the adolescent to receive and to express ideas. But such a program cannot be limited to the language arts program alone. The skills of the language arts program must function

in all areas of pupil performance. Research has indicated that growth in the communication skills is both orderly and cumulative. Through active participation in meaningful and purposeful experiences pupils develop language concepts of value in their personal, social, and occupational life.

The development of a comprehensive vocabulary is the first sequence in language development. Words link together all human activities, and form a connecting bond in every human relation. They have a physical existence on stone, paper, and microfilm. It has been estimated that a person uses more than 6,000 words in one hour of continuous conversation. Most of the words used are concerned with day-by-day living, but combinations of words sometimes form phrases charged with feeling, such as, "No taxation without representation!", "Liberte,egalite, fraternate", "Peace on Earth, Goodwill to men". Growth in the ability of the adolescent to speak with fluency and clarity depends on the depth and breadth of experience and his need for expression. The junior high school program should offer the adolescent a broad variety of new experiences to which he will want to give expression in terms of familiar, simple, meaningful words or vocabulary.

The second sequence, oral language or "talk", forms the basis for development of ability in reading and writing. Accurate auditory-discrimination together with the ability to associate the correct meaning with the word-sound, is essential to visual-discrimination. If the pupil is to read a sentence, he must be able to express himself in a sentence of comparable length. Hence, the extent of his ability to deal with concepts in oral language will condition his success in dealing with them in reading situations. The developing adolescent who is faced with an increasing number of new experiences needs to have a wide opportunity for oral expression to motivate his reading and writing. Instruction in oral language should provide also for complete diagnosis and description of the speech char-

acteristics and needs of each pupil; instruction in understanding the nature of effective speech; units of study on the diagnosis of individual and group needs. Practice should be provided in the type of activities and skills which will help the pupil to meet his immediate speaking needs in school and at home. Emphasis should be placed on practices in those types of speaking activities which are of the greatest immediate utility to the pupil.

Listening is the other half of talking. A message is "fifty per cent sending, and fifty per cent receiving." If more than two people are present the ratio of listening increases. Thus, when five people are discussing a problem, and each does his share of the talking, each will be listening eighty per cent of the time. Listening involves a double decoding of messages - the literal meaning of the words and the intention of the speaker indicated by the tone of the voice. Much learning can be achieved by listening; in fact, listening is to speaking as reading is to writing. Purposeful planning for listening is very essential, it should involve careful attention as well as evluation. Many activities in the junior high school program should emphasize listening activities. Frequent use of the tape recorder or records provides opportunities to train pupils in listening. Listening is not "something new." It is a very common skill but pupils can be taught to listen more effectively and discriminately.

Reading if third in the sequence of language developments. The reading problems of the junior high school pupil deal largely with adjusting his rate of reading to the type of material and to the purpose in reading. Most pupils who have completed the elementary school program have attained some proficiency in reading. At the close of the sixth grade the reading power of the pupils will vary in range. Most pupils should be able to read orally with accuracy, fluency, and expression. They should have

developed efficient silent reading skills. Such skills should include reading to obtain information relevent to a particular problem, summarizing techniques, noting details, and reading critically. During the junior high school these skills should receive further emphasis to the end that the reading proficiency may be increased. The development of both general and specialized vocabularies is of great importance. Each teacher should provide careful instruction in the presentation of the vocabulary relating to a specific subject area. This includes meaning, pronunciation, syllabication, as well as mastery of conceptual terms. Hence, the vocabulary training should also be focused upon the way context affects meaning.

A soundly conceived reading program makes provision for the mastery of conceptual terms by offering pupils opportunities to discover their meaning through investigation, discussion, and critical study. To promote efficient reading instruction, the teacher needs facts about each pupil's reading and information pertaining to his interest and to his personal social adjustment. The program requires abundant and varied materials, such as stories, informative accounts, biographies.

A developmental program, by offering wide reading experience from a variety of carefully chosen materials, will care for individual differences. It should not only satisfy present interests but should help pupils meet recurring life needs. The program should have balance in caring for diversified interests, needs, and abilities; such as, understanding oneself better; adjusting to one's peers or associates; understanding and participating effectively in family life; understanding and appreciating art, science, and music; achieving an understanding of occupations; attaining language skills; and understanding democratic values.

The developmental program should emphasize four types of instruction to improve reading: (1) remedial classes; (2) skill classes for able pupils; (3) individual diagnostic work for pupils having special problems; (4)

emphasis upon growth in reading in all classrooms.

Literature - The reading program should cause the pupil to learn to use books not only as a source of information but for enjoyment. As his interest and ability in reading increases he should become more selective and extensive in his choice of reading materials. The extension and enrichment of the school reading program is to be found in the world of literature. Through it a life-long source of culture, enjoyment, and personal, emotional, and intellectual growth is made possible far beyond the boundaries of every day living. Experience with characters from books develops vicariously sympathy, understanding, respect for others, and helps to form ideals and standards. Horizons are broadened and new interests in other activities are formed as imagination occurs with printed words. Sharing experiences so gained with the group satisfies the adolescents' need for security, recognition, response and new achievement.

Writing, the fourth sequence in language development is the expression of thought through the media of legible handwriting, correct spelling, and correct usage. Each pupil has a need to express himself clearly, concisely, and effectively in writing. To accomplish this the pupil must develop the ability to organize his thinking, possess a broad vocabulary, and have a command of the mechanics necessary to make his thought clear to the reader. The scope of the written language program is curriculum-wide. The functional writing in all content fields provides practice in the skills and is a means of diagnosis to identify specific errors in incorrect expressions. Every effort should be made in all content fields to provide for quality, content, and form in writing. Pupils learn poor written expressions through the practice of giving partial answers and having to answer too many questions in written assignments. Direct instruction based on the needs of the writers must be accompanied by sufficient practice in developing a command of writing skills.

Mechanics of writing should be introduced when the pupil can understand the need for their use. Continued emphasis should be placed on both developmental and corrective programs. Pupils should be made aware of the need for precise vocabulary in writing, sentences that express thought clearly, complete paragraphs; punctuation that will help the reader to understand the meaning; and correct usage that will aid in developing his ideas. There are many opportunities both in the content subjects as well as in the school activities that provide for the functional use of creative writing.

Grammar should have a definite place in the program. It should be taught on a functional basis and not as a formal subject. It should encourage the pupil to improve his expression; it should present only those principles which he is capable of understanding; it should apply to something the pupil is writing or saying. In this manner the principles of sentence structure are used directly in oral and written communication of the pupil.

Spelling is the concern not only of the language arts teacher but also of all teachers who have written work. A basic list of practical words together with an individual list for each pupil should be developed from the errors in his day-by-day writing activities. Through the study of these lists, he should learn the sound of words, syllabication, the more commonly used rules, and diacritical marks necessary for spelling mastery. Leaders of other subjects should emphasize correct spelling in all written work.

Handwriting is an individual skill and the degree of competence is greatly influenced by temperamental maturity of developments, state of health, energy, and need for expression. The criteria for good handwriting is legibility, ease of performance, and rapidity. While most junior high school pupils have reached a reasonable handwriting standard, few

will have attained maturity in handwriting. Because they are still growing physically further instruction in handwriting is necessary. Every teacher should insist that pupils maintain reasonable handwriting standards. Legibility and neatness in written work should receive constant emphasis in the junior high school. A pupil should realize that good handwriting is a courtesy extended to teacher and friends.

Further information concerning the language arts program will be found in Bulletin 280, A Course of Study in English for the Secondary Schools, Department of Public Instruction, 1952.

SOCIAL STUDIES

An over-all social studies program for the junior high school will provide boys and girls with a body of related experiences that will go a long way toward helping them meet successfully the social challenges of the times. Most of the social studies experiences provided at this educational level will deal with people - past, present, and future - everywhere they are found. The human events and relationships selected for study and experiential activities will be focused so as to meet both the needs of boys and girls and society's concerns for the quality of their citizenship at this age level.

It is the definite objective of the social studies in the junior high school to provide enlightenment upon the nature of the society in which our boys and girls are participating, upon the variety of social competencies through which they may become contributing members of society, and upon the specific responsibilities which they share with all citizens for the continuous improvement of our democratic way of life. Within this instructional framework, the scope and sequence of the social studies must be adapted to the needs of all junior high school youth at each stage of their growth. Too, the offerings must be sufficiently

comprehensive to introduce pupils to the areas and concepts essential to an intelligent understanding of our changing society.

All through these grades, the social studies should especially offer pupils opportunities to analyze the civic and economic life of the community, to apply democratic principles of living, and to utilize current happenings in a great variety of social situations. Boys and girls should have, at the end of their junior high school career, a growing understanding of the achievements of the peoples of the Old World, of the progress of the peoples of the New World, and of the relative importance of the people of the Commonwealth of Pennsylvania in national and world affairs. This means that concepts of democracy and our cultural heritage will have been developed at length.

GEOGRAPHY

The junior high school student, entering his adolescence, is peculiarly in need of and susceptible to the values of geography education. In a period when he is very conscious of life within and around him, geography offers both wider knowledge of and some of the reasons for that life. The modern concept of geography pulsates with life because (1) it both describes and explains the relationships of man to his natural environment; (2) it examines and interprets the characteristic adjustments that groups of people are making or have attempted to make to their environment; (3) it explains why men use water, land, and air resources as they do, how they make intelligent use of them, and how they might wisely modify and extend those uses; (4) it develops the ability to make worth while uses of leisure time through the vitalization of travel and reading; (5) it teaches the advantages and disadvantages, the opportunities and handicaps in specific areas for their utilization by man; and (6) it helps to develop ways of thinking and behaving necessary for living successfully.

We operate as a democratic republic, imposing upon the average citizen the responsibility of making decisions relative to the welfare of the nation and also the smaller communities. Local, national, and international problems stem out of "distribution" patterns of resources; precipitation and other climatic factors; population; mountains and rivers; land and water masses and other phases. It is therefore essential that the citizenry be informed intelligently concerning these facts and relationships. This requires definite understandings of functional items of topography, climate, soil, mineral resources, vegetation, water and animal resources and other phases of the "nature" environment as well as functional items of the "man" environment.

It is essential that each alert American citizen - young and mature, understand and in his daily living apply his knowledge of given geographic regional and world patterns.

Further information on what should be taught in junior high school geography will be found by referring to Bulletin 412, Course of Study in Geography for Secondary Schools, Department of Public Instruction, 1951, and Bulletin 233B, The Elementary School Course of Study, The Interim Report, Department of Public Instruction, 1949. To insure complete geography coverage, the elementary geography and the junior high school geography should be articulated.

MATHEMATICS

There are many common problems encountered in the lives of everyone which deal with quantitative and special aspects of the environment. All pupils can profit by learning experiences designed for consumers, for users of leisure time, and for the understanding of our culture. Therefore, the program should provide for the use of mathematics through a wide variety of experiences and should develop concepts and generalizations of

broad application rather than skills and techniques of value in classes only.

The seventh and eighth grade courses should develop number sense and facility in computation. Measurement of lengths, areas, volumes, and angles with a variety of instruments and methods should be included. Experiences with the problems involved in making intelligent purchases, in understanding simple business procedures, and in interpreting data should be a part of the program. In the ninth grade the practical value of the formula, the use of the equation, the value of the graph, and expanding the number concept to include signed and irrational numbers might well provide part of the framework of the program.

The outcomes of the junior high school course in mathematics may be summarized in terms of what the pupil is expected to be able to do. He should develop facility in the use of the fundamental operations. He should gain an understanding of quantity and of simple quantitative problems, and an ability in finding and interpreting simple statistics and charts. He should acquire techniques to perform simple business transactions. Relating mathematical principles and problems as closely as possible with life situations by creating a growing and dependable mathematical foundation involving mastery, appreciation, theory, and practice is a basic requirement in good teaching of the course.

Further information concerning the mathematics program will be found in Bulletin 360, Course of Study in Mathematics for Secondary Schools, Department of Public Instruction, 1952.

SCIENCE

General science in the junior high school should have a dual purpose: to assist all youth to grow toward maturity, and to transmit and add to the heritage of scientific understanding and skill.

Information about the world in which we live should include facts ranging from the personal hygiene of digestion to the possibility of travel in outer space. The pupil must have facts to evaluate his own place in the universe.

Concepts relative to the scientific history of the earth should be included, and workable concepts for understanding changes which the pupil may witness in the future are also essential. Science should be regarded as a tool for explaining these ideas, but should not be elevated to a position where it is expected to explain everything.

The principles of science should be presented in a way which will lead to a better understanding of day-by-day living. Comparatively simple principles should be stressed - too complex ones may confuse the individual rather than clarify his thinking.

Although the basic reading skills have been established in the elementary school, the reading of science content requires special methods which should be taught as a distinct skill. Pupil-teacher laboratory demonstrations and experiments should aid in developing skills necessary for the proper use of simple science equipment.

Most topics in a modern science course of study lend themselves to the use of the problem-solving technique which is scientific in nature. However, care must be taken to transfer this skill to problems of everyday life; otherwise it becomes a laboratory procedure only and not a living experience.

Much has been written about the development of attitudes, appreciations, interests, and behaviors, through science teaching. If the goals referred to here are properly sought, each one of them will contribute to the development of these very desirable outcomes of science instruction. Attitudes of open-mindedness, appreciations of the forces of nature, interests in hobbies which are scientific in the elementary sense, and

behaviors revealing an understanding of the scientific method are all attainable to a satisfying degree in the junior high school if the level of growth and development of the pupil is constantly considered.

These aims may be achieved in a junior high school science program which is based upon methods involving activity using problem-solving as a principal procedure. Reading about science must be supplemented by considerable activity in the science room, in the home, in the community - in the world of the junior high school youngster.

Further information concerning the science program will be found in Bulletin 400, Course of Study on Science for Secondary Schools, Department of Public Instruction, 1951.

FINE AND PRACTICAL ARTS

The Fine Arts in the junior high school comprise Art and Music and the Practical Arts comprise Homemaking and Industrial Arts. All pupils take both Fine and Practical Arts in the seventh and eighth grades, as indicated in the Program of Studies in Chapter IV, and all pupils must take a total of at least four periods (45 to 50 minutes each) of Fine and Practical Arts in the ninth grade. Art, music, homemaking, and industrial arts must all be offered in the ninth grade so that each pupil may select what he wishes to take.

ART

The art program offered in the junior high school is established on the basis of providing opportunities for all pupils to gain art experiences through experimentation. This is a time in the art life of every student when he should be free, under the guidance of the art instructor, to be exposed to, and to participate in, the many wonderful facets of the art world.

Since art is either required or recommended in all grades in the junior high, this program must of necessity be quite flexible and must provide challenging art experiences for all. A balanced art curriculum of crafts, painting, drawing, and a speaking knowledge of the recognized art of the world is a positive contribution to the general education of the child. In addition to the general art opportunities outlined the more capable art pupils should have an intensive and specialized program planned and available for them.

This program by laying stress on experimentation - the act of doing, creating - provides a firm foundation for advanced training for those so inclined. For the others, art experiences have been provided that make for a keener enjoyment of the aesthetic values of life either through active participation or through the work of others.

MUSIC

The musical experiences in the seventh, eighth, and ninth grades are of vital importance in the intellectual, emotional, and social development of youth. Music should therefore be an essential part of the curriculum. The junior high school music program should:

1. Provide an opportunity for every pupil to participate in some musical experience each year, and in various phases such as singing, playing, listening, folk dancing and dramatizing, according to talent and ability
2. Increase the pupil's enjoyment of, sensitivity to, and appreciation for music, both as a performer and as a listener
3. Provide musical experiences that will contribute to a realization and development of spiritual and moral values
4. Discover aptitudes and latent ability, and encourage the development of musical skills, with special emphasis on the changing and changed boys' voices

5. To continue the educational and cultural processes begun previously for all pupils rather than the exploitation of specially selected groups for public performance

It is highly desirable that all pupils in the junior high school participate in the General Music Course that is required for seventh and eighth grades. The junior high school years are the last opportunity many of the pupils will have to identify themselves with music. Thus, it is especially important that a wide variety of musical activities and experiences be made available for all pupils through this course.

The General Music Course should have no prerequisites. Its content should be limited to the range and capacity of the average pupil. It should bring pupils into vital contact with all of the communicative arts, such as drama, radio, television, folk dance, and the various types and mediums of music. It will afford excellent opportunities for integration, and its song repertoire may well be the preparatory medium for the school assembly which may thus be the goal of participation by all.

The General Music Course should be of such content as will lead to a well-rounded cultural experience and encourage those showing ability to continue on an elective basis in the ninth grade and beyond.

Elective courses in the ninth grade may include history and appreciation, elementary theory, glee club, choir or chorus, band, orchestra, small vocal or instrumental ensembles, group instruction in piano, brass, wind, string, and percussion instruments.

Further information concerning the music program will be found in Bulletin 371, Course of Study in Music Education for Elementary and Secondary Schools, 1935, Department of Public Instruction.

HOMEMAKING

The present trend in homemaking education is toward a family-centered program. Therefore, teaching in the secondary school deals with family life, the family's values, and the materials and resources used to attain these values. The teaching program is planned to develop the ability and desire on the part of young people to share responsibilities in their present homes, thus providing a basis for the management of a home of their own in adult life. To do this the homemaking curriculum must necessarily deal with personal, family, and community relationships; child care and development; consumer problems; home management, including family finances; health and safety, including home care of the sick; housing, both interior and exterior; and a study of foods and clothing as they affect family living.

The scope of the program in any school will depend upon the needs and maturity of the pupils in that school, the type of community (rural, urban, city), the school and community resources, and the philosophy and aims of the professional staff.

Although the majority of pupils interested in homemaking will be girls, the program has much to offer boys. The amount of work offered to boys will vary in different schools. It may be a short unit in foods but other areas could be made available. The boys may be taught either in separate classes or in mixed groups. The mixed group is a more lifelike situation.

Homemaking in the junior high school is planned for girls in the seventh, eighth, and ninth grades and for some boys. Program organization involves an understanding of the needs, interests, and activities of the emotionally and physically maturing pupil. The program should promote personal satisfaction and security by helping the early adolescent become a contributing member of his or her own group. Instruction

should be built upon their present knowledge of and experiences in homemaking. Education for home living is a continuous expanding experience which stimulates interest in sharing home and civic responsibilities as well as in developing some simple basic skills in homemaking.

Further information concerning the Homemaking Education program will be found in Bulletin 320, Education for Homemaking, Department of Public Instruction, 1955.

INDUSTRIAL ARTS

Industrial Arts education is considered a phase of general education that involves both a study of, and experience with, the materials, processes, products and occupations of an industrial society. Its objectives are concerned with orientation, avocational interests, consumer literacy, manipulative skills, training in home mechanics, social understandings and cultural relationships. The learnings come through the students' experiences with tools and materials and through his study of what tools and industry has done for men.

Industrial arts offers fine opportunities to explore the various industrial occupations and to become familiar with industrial processes and skill requirements of these occupations. An opportunity should be made available for all boys to obtain an insight into as many phases of industrial life as possible during the three junior high school years. Exploration is particularly important. Many schools have made it available to girls.

The aims and objectives of industrial arts include: (1) an active interest in industrial life and in methods of production and distribution. (Guidance values, general information, better social understanding, working conditions, sanitation.), (2) the ability to select, care for

and use properly the things a student buys or uses. (This is sometimes referred to in less specific terms as consumer knowledge.). (3) an appreciation of good workmanship and good design. (Aesthetic values, consumer knowledge.). (4) an attitude of pride or interest in his ability to do useful things. (Self-respect, worthy home membership.) (5) a feeling of self-reliance and confidence in his ability to deal with people and to care for himself in an unusual or unfamiliar situation. (Self-confidence, initiative, forcefulness, aggressiveness, leadership, judgment.), (6) the habit of orderly procedure in the performance of any task. (Efficiency, purposeful activity, planning ability.), (7) the habit of self-discipline which requires one to a thing when it should be done. (Reliability, idealism, obedience to authority,) (8) the habit of careful, thoughtful work without loitering or wasting time. (Industry, usefulness, productivity, planning.), (9) an attitude of readiness to assist others when they need help and to join in group undertakings. (Co-operation, unselfishness, getting along with people.), (10) a thoughtful attitude in the matter of making things easy and pleasant for others, and in conforming to social customs. (Consideration for others, courtesy, refinement, good citizenship.), (11) desirable attitudes and practices with respect to health and safety. (Health and safety habits.), (12) a knowledge and understanding of mechanical drawing, the interpretation of the conventions used in drawings and working diagrams, and the ability to express his ideas by means of drawing. (Skill in rendering and understanding of drawings.), and (13) elementary skills in the use of the more common tools and machines, and a knowledge of the methods of procedure in tasks frequently encountered, together with a knowledge of the working qualities and characteristics of some of our most used materials. (Tool skills, procedures, principles of machine operation, and construction practices.) For those boys electing vocational agriculture at the ninth grade level, farm mechanics may be accepted in lieu of industrial arts.

Further information concerning the industrial arts program will be found in Bulletin 331, Industrial Arts for Secondary Schools, 1951, in Bulletin 331A, Automotive Area, 1953, in Bulletin 331B, Ceramics, 1955, in Bulletin 331D, Graphic Arts, 1952, in Bulletin 331H, Planning, 1953, in Bulletin 331-I, Plastics 1953, in Bulletin 331J, Sheet Metal, 1953, and in Bulletin 331L, Woodworking, 1953, Department of Public Instruction.

HEALTH AND PHYSICAL EDUCATION

The health and physical education instructional program for the junior high school should be broad and varied. It should develop skills, attitudes, appreciations, habits, and understandings of the purposes and place of health and physical education in the total school curriculum. Emphases should be placed on: (1) teaching and guidance of youth by means of experiences in the health and physical education program; (2) self-orientation of youth in relation to the demands of health and physical education; (3) youth's place within the school's organization; and (4) youth's adjustment to human relationships in the life of the community.

The scope of health education in the junior high school is broad. An environment conducive to healthful living must be provided and maintained. Due consideration must be given to the physical, mental, emotional, and social aspects of pupil health. Group and individual guidance in healthful living by the entire school staff is necessary. Junior high school health instruction should provide specific health courses - direct health teaching, with adequate time allotment, taught by interested and qualified teachers. Health education is a continuous process, and has positive meaning for the individual because it helps him both to secure understanding and appreciation of the various aspects of health and also to appreciate and follow practices which contribute to his own health. Students must recognize that health is an essential, not an incidental, individual accomplishment. As an outcome of such specific education the pupil learns how to develop desirable health practices, to con-

trol environmental conditions, and to seek professional services as he feels the need of them.

Health education should enable the pupil to know and understand the changes encountered during adolescence. Health education brings the important problems of health and fitness into sharp focus for the pupil by (1) providing the facts for an understanding of the principles involved in keeping well; (2) furnishing basic information about structure and functioning of the body; (3) including information on health applicable to situations the pupil is likely to meet after leaving school; and (4) broadening the pupil's understanding and appreciation of the medical sciences and other sciences that contribute to health.

The physical education instructional program is valuable to the degree to which the activities in the program are used as ways and means of promoting (steady) body growth and development. Every pupil needs sufficient muscular strength to do with ease the tasks of each day. Good body mechanics are essential to healthful living and are developed by means of vigorous physical activity. An individual's ability to use his body skillfully in work and play requires co-ordination of brain and muscle. This co-ordination is the result of purposeful exercise.

The junior high school physical education program should be an extension of the intermediate grade program with a limited amount of specialization in individual, group, and team sports. Special emphasis should be given to development of skills and how to participate in the various activities. The class period provides opportunities to demonstrate and teach skills, introduce new activities, correct individual weaknesses, and periodically test progress. Participation in musical organizations, intramural and extramural athletics, or interscholastic athletics shall <u>not</u> be permitted to serve as a substitute class instruction in required physical education.

Further information concerning the health and physical education program will be found in Bulletin 311, Physical Education in the Secondary Schools, 1939, and Bulletin 313, Health Education in the Secondary Schools, 1944, Department of Public Instruction.

SCHOOL LIFE ACTIVITIES

School life activities for the young adolescent in junior high school are an important part of the curriculum. Whenever possible they should be a part of or closely related to regular class activities. If properly encouraged and supervised, the school life activities will contribute greatly to the growth of the pupil, and provide a necessary outlet for proper physical, mental, and moral development. The activities of the junior high school should not be a "farm" system for the senior high school. Stress should be on intra-class rather than interscholastic competition, whether it be the school newspaper, music activities or athletics.

The important test of all school life activities is whether significant learning situations and experiences are developed to meet the needs and interests of every child. A good program of activities should have well defined objectives, and should be closely articulated with other parts of the educational program.

HOME ROOM ACTIVITIES

The home room in the modern junior high school is the center of many activities, and should be given enough time in the schedule to permit more than devotions, checking attendance and reading announcements. At least one full period per week should be scheduled at such time that it will not be interrupted by pupils going to lunch or to school or after-school activities. A good home room program fosters pupil-teacher planning, group and individual guidance, and should contribute to the pupils' social and character education

and to the general school life activities. The home room, especially at the seventh and eighth grade levels, is another means of bridging the gap between the one-teacher elementary classroom and the departmental system of the senior high school.

In schools where a common learnings program has been inaugurated, the functions of the home room may change somewhat, but its purposes should not be left to chance.

SAFETY EDUCATION

Pupils learn safety by living safely! Instruction in safety education should be planned with the needs and psychology of adolescent youth clearly in mind. The program should be broad and should include not only a study of the hazards to be met by the pupil personally but also of his responsibility to society with respect to the safety of others. This instruction should be primarily positive and the chief concern should be the formation of proper attitudes. In addition to classroom instruction the safety education program should be extended to include a definite place in the general activities of the school.

1. Safety on the First Days at School

   The first days at school present the problem of the entire student body starting out on a new experience. Definite information and instruction of safety procedures within the school should either be mailed or distributed to each pupil. Such information should include procedures for entering the building, dismissals, passing through hallways, using stairways, entering and leaving the auditorium and gymnasium, and regulations concerning conduct within the building, on the school grounds, on the streets, at athletic contests, fire-drills, civilian defense drills.

2. School Safety Patrol (Bulletin 391, School Safety Patrol)

Both boys and girls at this age level are interested in active membership in the safety patrol because it gives them prominence among the other pupils. The junior high school safety patrol should be carefully organized as it can be of invaluable service on the playground, in the building, at dangerous intersections, and at many school functions.

3. Bicycle Safety (Bulletin 394, Bicycle Safety)

The problem in handling bicycles at school safely is becoming increasingly challenging with their wider use and the growing number of bicycle accidents.

School bicycle clubs have been found to be effective in promoting safety. The members of such clubs, with the aid of the faculty sponsor, draw up regulations for members and in other ways assume responsibility for the safe use of bicycles.

4. Bus Safety (Bulletin 396, Handbook for School Bus Drivers)

Bus safety can be promoted by organizing a bus safety patrol and also by providing definite instruction in the proper loading and unloading, and courtesy and conduct in buses, and at bus stops. Suitable arrangements should be made for those pupils arriving on early runs and those taking later trips from school.

5. Pedestrian and Highway Safety (Bulletin 395, Driver Education in the Secondary Schools)

Instruction should be given in proper conduct in the use of sidewalks, street crossings, roadways, and highways. Few junior high school pupils are old enough to qualify for a drivers license. However, all pupils as potential drivers should have opportunities to develop basic attitudes and understandings about highway safety.

6. Junior Safety Council

A safety council is more than a club. It is part of the school government in that it attempts to regulate behavior, influence attitudes, correct dangerous habits of students, and assist in making the entire school plant a safe place.

7. Keeping of Adequate Accident Records

Current and accurate accident records to facilitate elimination of hazards.

8. Other Fields to be covered by instruction and organization of clubs.

Shop and laboratory safety. Instruction and supervised practice in safety in shops, science, and home economics laboratories.

Safety in the gymnasium and swimming pool. Proper use and hygiene facilities, safety precautions.

Seasonal and holiday safety. Safety procedures of the seasonal and holiday activities.

Hunting, fishing, and firearm safety. Proper use of equipment and proper situs. NEVER BE ALONE.

Safety in athletics. Proper training instruction.

Safety with animals. Safe handling of animals.

Farm and home safety. Safety in use of tools, machinery, appliances, etc.

Water Safety. Essentials of safety in swimming, boating, canoeing, sailing, and floods.

Fire safety. Fire drills, preventive measures. (Bulletin 399, A Program of Fire Prevention)

Civil Defense. The school should keep in touch with the developments in this area by contacting.

CHAPTER VI. ADMINISTRATION AND SUPERVISION OF THE JUNIOR HIGH SCHOOL

School Organization

1. Calandar of Events
2. House Organ
3. Bulletins
4. The Daily Schedule
5. Length of School Day
6. Length of Period
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Pupil Personnel

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1. Selection
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1. Secretarial
2. Custodial
3. Cafeteria

CHAPTER VI. ADMINISTRATION AND SUPERVISION OF THE JUNIOR HIGH SCHOOL

The function of the junior high school administration and supervision is to provide the most efficient and effective program of education for youth. Every administrative action must be tested to determine if it will facilitate desirable learning. This calls for real wisdom and leadership on the part of the principal and cooperation between him and his faculty.

SCHOOL ORGANIZATION

1. The School Calendar

One of the essentials in administering staff personnel is to see that each member of the staff has a thorough understanding of the scheduled events of the year with a corresponding time schedule. To this end a school calendar should be prepared indicating the significant dates and related events and activities throughout the school term. Copies of this calendar should be made available to all members of the staff, both instructional and noninstructional.

In preparing the school calendar the school code should be carefully examined for all laws which have any reference to time, as length of term, observance of holidays, special days and weeks, length of month, report periods, admittance of children, examinations and promotions, teachers' meetings, and due dates in specific instances. Local and state regulations and observances should be recorded, as board meetings, staff meetings, parent-teacher associations, and scheduled school events. This will mean careful planning and full understanding.

2. House Organs

Business and industry have long used the house organ, a magazine or newspaper for employees, as a means of diminishing the distance between employees and management. More recently, the house organ has come into general use within the schools in order to inform the staff and improve staff morale. It has been developed as a point of contact between the administration, principals, and teachers, especially in larger cities where distance makes some such device necessary.

Generally, there is little uniformity as to the editorship of the school house organ or the nature of its contents. It may be edited by an administrative staff

member or a group of teachers and/or principals. It may be personal in its form of address, or impersonal, including materials of general interest.

House organs, mimeographed or printed, may include reports of studies, school statistics, signed articles, illustrations, directions, appreciation sketches of teachers and others, survey of school conditions, inspirational items, reviews of professional books and timely articles, and news of professional meetings. Thus any item of this nature which may diminish distance and create interest and morale may be included. Usually, the cost is borne by the district. Attention should be given to its distribution, frequency, and effectiveness. All staff members should be included within its scope.

3. Bulletins

The bulletin as a means of communication within the school system, has come into general use. It serves as an economical device to convey information and directions without the necessity of calling together those for whom it is intended. Bulletins may be divided into (1) administrative bulletins, (2) supervisory bulletins, and (3) those addressed to parents or community.

Administrative bulletins constitute by far the largest number. They may be used to convey information, directions, procedures, or regulations concerning routine school matters as the need arises. Loose-leaf or spring back binders may be provided so that subsequent issues, numbered and dated, may be filed for reference.

4. The Daily Schedule

The daily master schedule is a general plan for the effective functioning of the entire school organization. Through the scheduling of classes and activities, the school reveals its basic philosophy of education.

The daily schedule requires very careful advance planning so that it will be effective from the first day of school. Since it is the business of the school to offer instruction, the first essential requires a program that avoids conflicts between classes and will serve the interests and needs of the pupils.

Problems involved in making the schedule:

FIXED FACTORS

The following factors are relatively fixed and are not subject to variation by the schedule maker:

1. Limitations of the physical plant
2. Legal Requirements

LOCAL ADJUSTMENTS

The following factors apply to the local school conditions and must be adjusted accordingly to local policies:

1. Teaching combinations based on certification and preference of teachers
2. Length of school day and class periods
3. Specialized fields
4. Activity and lunch periods
5. Allotments of time for homeroom, guidance, and administrative activities
6. Length of time to change classes.
7. Distribution of school activity responsibilities among teachers
8. The program of studies to be offered
9. Local district regulations

GATHERING INFORMATION

1. The total number of pupils entering from the local elementary schools (Data to be obtained in April)
2. The number of returning students and the approximate size of individual grades (first week of May)
3. The number of pupils who will elect each variable in the program of studies (April or May)
4. Identification of pupils who will have irregular schedules because of failure or other causes

PRELIMINARY USE OF INFORMATION

1. Estimation of the number of class sections for both constants and variables based on the class size determined by local policy and classroom limitations.
2. Formation of class sections according to the philosophy of the school
3. Distribution of teaching load with respect to special interests, special capacities, size of classes, and noninstructional duties

After deciding on the local policies and gathering the information suggested in the above sections, the administrator has the necessary data to prepare an out-

line of the daily plan of work for his school. A more complete discussion concerning methods on scheduling can be found in any good text on the administration of a secondary school.

Copies of pupils' schedules should be distributed either by mail or by other convenient methods to pupils before the opening of the term in order that necessary changes can be made before the opening day. Teachers should be notified of their teaching schedules at least two weeks prior to the opening of school.

5. Length of School Day

The trend in recent years has been toward a longer school day, especially in the junior high school. The lengthened school day is no doubt growing out of a trend toward the longer class period with its inclusion of supervised study as a part of the period and the growing tendency to eliminate the study hall period. During the junior high school years, a transition from the supervised study plan should be progressively advanced from grade to grade to the more independent type of study in the senior high school. The school code requires that the length of the school day shall be a minimum of $5\frac{1}{2}$ hours, exclusive of lunch time.

6. Length of Period

There appears to be a trend toward longer and fewer periods in the school day. This permits the inclusion of a wider variety of learning activities in the class period. The number and length of class periods in the school day should be determined on the basis of the provisions of Chapter IV of this bulletin and the cooperatively developed philosophy of the school.

7. Home Room

The home room, while it is useful as a place for the checking of attendance and making of announcements, should primarily serve to promote an integrated program of guidance. All data to the pupils of a home room unit should be submitted to the home room teacher. He then becomes the coordinator of such data and, as such, can brief other staff members of pertinent information when necessary to the understanding of a child's needs or behavior. He should feel responsible for fostering a warm relationship between himself and the students. They should look upon him as

a friend and confidante. Only as a permissive atmosphere of acceptance is built up can a home room sponsor or any staff member learn the actual problems and needs of the group and so be able to help resolve the worries and concerns of the group. The home room teacher should be responsible for ascertaining the scope and nature of group guidance which his group is receiving in classes, activities, or otherwise. Where gaps exist as evidenced by observed behavior, the home room teacher should consider it within his province to discuss these gaps with the other staff members and to determine how best the needs can be met.

8. The Lunch Period

The policies governing the schedule arrangement for the lunch period are determined largely by the equipment of the cafeteria, the character and size of the community, and the needs of the pupils. In many communities, almost all the students go home for lunch. Many consolidated schools and large city schools must be equipped to serve lunches to large numbers of pupils. In many schools, more than one period is provided for lunch. This arrangement complicates the making of the schedule. If the schedule provides for more than one lunch period, special plans should be made for accomodating the students realeased for lunch in order that there will be no interruption of classes when in session. Cafeterias should seat one third of the student body at one sitting.

The school lunch period offers a wide opportunity to develop social attitudes involved in conversation, fellowship among students, and general relaxation. Pupils should be encouraged to use good table manners and to make the lunch period a time to promote social experiences.

9. Transportation

In the administration of the transportation of pupils, procedures should be determined and made available in written form.

Some administrative duties with reference to transportation are:

1. Enforce the law regarding school transportation
2. Determine the policy regarding the use of buses for instructional purposes

3. Make a spot map of the transportation area for the purpose of ascertaining minimum travel time and best practices to meet the needs of those transported.

4. Set up a time schedule for the buses.

5. Develop safety rules for the use of buses which eliminate unsafe practices.

6. Publicize schedules and the rules and regulations for buses.

7. Provide for the assignment of teachers to assist in loading the buses.

8. Provide for pupil stations at schools for the loading and unloading of pupils.

9. Inspect buses for cleanliness at frequent intervals.

10. Arrange conferences with drivers to discuss problems and procedures.

11. Have pupils assist in developing safety rules.

In fourth class districts, or in a township which is a school district of the third class, or in a borough which has a population of less than 500 inhabitants to the square mile and which is a third class district, pupils more than two miles from the nearest school having the proper grades shall be provided transportation at the expense of the school district. Where transportation is not feasible, the district, with approval of the Department of Public Instruction, may pay for board and lodging in lieu thereof.

10. Audio-Visual Aids

The use of audio-visual aids is based upon the assumption that such materials make a significant contribution to instruction. These aids include: Television, motion pictures, slides, filmstrips, stereoscope, study prints, microscopic projector, radio recorders, posters, maps, charts, exhibits, models, specimens, pictures of specimens, field trips and synthetic training devices.

Good instructional practice requires that audio and visual aids be previewed and used as a planned part of the educational process. This means (1) that the aid is used in a classroom learning situation, (2) that the pupil must know why the aid is being used, (3) that he must know what points to look or listen for as the aid is being used. It means also that the follow-up procedures should include: (1) pupil activity resulting from what has been perceived; (2) testing, oral or written, to check on the concepts which have been gained or attitudes which have been affected;

(3) an opportunity for pupils to relate what they have learned to other experiences or to apply their newly gained insights to everyday problems.

A staff member should be designated to coordinate the audio-visual program. He should evaluate and promote the use of audio-visual material. Scheduled time should be provided this service.

The audio-visual program should be financed by the school district. A minimum sum of $1.50 per pupil enrolled should be spend annually. The expenditure should be exclusive of appropriation made for purchase of such basic equipment as listed below:

1. 16MM. sound projector for every 200 pupils
2. 2"x2" projector for every 400 pupils
3. Filmstrip projector for every 200 pupils
4. $3\frac{1}{4}$" x $4\frac{1}{4}$" projector for every 400 pupils
5. Opaque projector for each school
6. Radio available for each classroom
7. Television receiver
8. Variable portable electric 16" record player complete with speaker for every 200 pupils
9. Tape recorder
10. Wall type, portable screen or suitable projection surface in each classroom
11. Appropriate maps, charts, globes, models, etc.

PUPIL PERSONNEL

1. Attendance

Good attendance is essential to successful work in school. Insofar as possible, absence should be reduced. All absences should be investigated to determine the cause. Investigation may bring to light conditions which may be corrected and thus reduce future absence.

There are in general two aspects of attendance work:

(1) The preventive measures that help to keep children well adjusted in their school work. These include providing the child with a well-equipped and competent teacher, the use of modern, well-written textbooks, a course of study adjusted to modern needs and flexible enough to make provision for individual differences in pupils, a study of the individual child to determine his needs and to make adjustments to satisfy these needs. This phase of the work belongs largely to the superintendent, the principal, and the teacher, but requires the co-operation of the home and school visitor or attendance officer to make it most effective.

(2) The corrective measures that attempt to remedy conditions that contribute to the pupils' absence. This aspect will be largely the problem of the home and school visitor or the attendance officer.

The responsibility of the home and school visitor or the attendance officer consists in taking or supervising the school census and being responsible for the enrollment of children of compulsory attendance age in public, private, or parochial schools; following up transfers; verifying the enrollment or dismissal of children going from one school to another; working with juvenile court officials; following up children admitted and discharged by public and private child-placing agencies; taking preliminary steps toward enforcing the Compulsory Attendance Law and the Child Labor Law; and reporting cases requiring law enforcement to the proper authority.

2. Assignment of Pupils

The assignment of pupils to section should be determined at the local level. In general, the program adopted should reflect the philosophy of the school. Pupils may be assigned heterogeneously for instruction that can be accomplished most effectively in groups that include pupils with varied interests, backgrounds, abilities, and maturity. On the other hand, pupils may be assigned homogeneously for instruction geared to the relization of specific objectives. The purposes to be achieved will determine the basis for assignment. Pupils may therefore be grouped on the basis of interest, maturity, reading ability, sex, scholatic aptitude, or other factors. Often assignment policies are sufficiently flexible to permit the grouping to be made in the manner that serves the purpose desired.

3. Promotion Practice

Pupils vary in physical, emotional, and intellectual capacities. No set pattern of promotional practices is recommended. It is recognized that neither wholesale promotions nor rigid standards of achievement in all areas of the instructional program are sound or desirable. Pupils should, insofar as possible, advance with their age group. Instruction should be so planned through effective guidance that due consideration is given to the abilities, needs, interests, and capabilities of the pupils and the purposes of education.

It would seem desirable not to retain any pupil in the junior high school beyond the end of the school year in which he becomes sixteen years of age. It should also be stated that sound educational practice does not recommend advancing a pupil into the junior high school until he has reached at least eleven years of age at the beginning or during his first year in the junior high school.

4. The Permanent Record

The permanent record card is the official record of the pupils progress and activity in the school and should not be taken from the principals office. The visual-file system provides an efficient means for recording, storing, and using the record.

5. School Activities

The school life activities program should be based on a sound educational philosophy, with such underlying principles as will result in progressive procedure and well-rounded development of boys and girls.

Student activities should have a place in the daily program. Provision should be made for both limiting and encouraging participation, but their interest, joy and spontaneity must be preserved. The coordinator of school life activities working in conjunction with the staff and pupils should develop a program consistent with the philosophy of junior high school and the community.

A plan for arranging non-conflicting periods is to classify the activities by types and give each type a given day. For example; Monday - All departmental or subject area clubs; Tuesday - All guidance activities; Wednesday - General or special assemblies; Thursday - Councils, committees, forums, service organizations, and student government agencies; Friday - Social clubs, school-wide performance clubs, parties and intramural activities.

PROFESSIONAL STAFF PERSONNEL

1. Selection of Personnel

In the selection of his teachers, the principal has his greatest opportunity to increase the efficiency of classroom instruction. In addition to the usual qualifications of scholarship and training, all teachers should possess in a marked

degree such qualifications as vitality, personality, social intelligence, professional spirit, control overmethod, leadership and adaptability.

The principal should have the opportinity to nominate or participate in the selection of all members of the teaching staff.

2. Staff Meetings

The staff meeting is imperative to focus the group thinking on problems of concern to all. It is one way through which the principal exercises his leadership role in administration. He must help the staff to locate, define, study and develop plans of action regarding the problems which are most vexatious to them and are hampering their best efforts. It is here that a review of the school's basic curriculum plan can be made in order to determine changes and improvements that should be made. The staff meeting must be devoted to problems which are real to those who are to make the changes that will result in improved curriculum experiences for pupils.

A good junior high school should hold staff meetings at regular intervals, probably once a month. Each meeting should be well planned at a regular time with a definite time for ending. Grade level meetings and cross-section interest groups are also productive in expediting matters of administration and in curriculum instruction problems.

3. Staff Records

The record form for each teacher should be carefully prepared and adapted to the school system. Care should be taken to include information required by law or by resolution of the board.

In general the following records should be available for each person employed in the school system:

1. Personal-age, sex, marital status, race, religion, sociocultural background, health status, and statements of fitness to teach.

2. Education - scholastic record of high school and institutions of high education with dates attended, courses taken, curriculum completed, standing and degrees granted.

3. Certification - complete certificate record including titles, scope, dates granted, renewals, additions, and dates of expiration.

4. Professional experience - name of district, dates, grade, and subject taught, and activities engaged in, with success record, any unusual professional activity recorded and recommendations.

5. Other experience - any experiences outside of professional experiences with success record if available, and statements.

6. Employment within the district - schools assigned, grades or subjects administered or other duties, professional services, activity record, and success record.

7. Other records - other information such as community activities, social activities, professional activities in state, national, or other organizations, travel, and any records designed to point out peculiar fitness.

8. Correspondence file - all correspondence pertaining to the staff member, such as publications, examination records, communications and others.

Teachers come to the school with a varying amount of professional training and experience but they must continue to grow professionally and educationally. One administrative device to increase instructional efficiency is the in-service training program. No school or teacher can hope to achieve the greatest possible results without continuous study and growth. Both the faculty advisory council and the staff meeting are part of this program. Other phases of an in-service training program are: committee study of particular problems or of areas of the curriculum, study of different methods of teaching, study and discussion of a new book or technique, such as one on the philosophy of the junior high school, or methods of teaching a given subject, workshops, reading of professional books and magazines, experimentation, travel - including sabbatical leave, - professional conventions and conferences on a state-wide and national basis. All these and many other ways, if part of a well-organized plan for teacher improvement and continuous growth, form an important part not only of the administrative program but also of the supervisory program of the school.

5. Supervisory program

The purpose of supervision is the improvement of classroom instruction. The oldest and most firmly established conception of supervision carried the idea of classroom observation by an officer who was superior to the teacher. This officer was to make constructive suggestions relative to the organization of subject matter

and the method of developing the lesson. While this conception of supervision, properly carried forward should be productive of valuable results, it is too often the only kind of supervision within a given school. Such supervision may have merit as far as it goes, but many other phases of supervision are intimately related to the teaching process, and fully as necessary to the improvement of teaching.

The principal should face the problem of supervision squarely. He should organize a plan of supervision, not a highly complex and mechanical arrangement, but rather a plan of developmental character. He should provide for cooperative effort on the various phases of the whole problem.

Supervision should be democratic rather than autocratic. A supervisor should keep constantly in mind that it is not only important to know what is good practice but necessary to consider carefully the plan for obtaining acceptance by teachers. Acceptance should be sought through demonstrations, conferences, and cooperative studies by committees of teachers.

The principal should not be content with merely starting things. He should insist on knowing results. His whole program of supervision should be, to a large extent, objective in its character. He should evaluate the component parts of his plan. He should be especially interested in knowing whether its operation has made a difference in the quality of the educational program. The knowledge of results may easily disclose the need, and furnish the starting point for desirable supervisory practices.

Perhaps the most prominent weakness in supervision has been that of insufficient standards. The determination of standards for measuring classroom instruction has been extremely difficult in the secondary school. The multiplicity of specialized subjects, each with its own peculiar technique, has made the establishment of suitable standards exceedingly complicated. When the necessary parts of a balanced program of supervision have been worked out in a given school, they tend to create a set of standards for that school. It should be the principal's job continually to refine them in order to keep pace with the best thought and practice available. Supervision will of necessity be based on a set of principles and standards, with

accompanying procedures that have survived through experiment and demonstration.

A definite supervisory program should recognize student behavior, classroom management, and the physical conditions of the classroom as a specific phase of the general problem. These are condiserations basic to the best teaching. Often there is confusion with the terms "inspection" and "supervision." For purposes of efficiency, inspection should be recognized as being merely a facet of the whole program. It should be always understood that inspection is merely a legitimate follow-up efficiency procedure. It should not be permitted to operate alone, but should be a well-understood item among several more important parts of the general scheme of supervision.

A plan of supervision should include the professionalized staff meeting as a medium of cooperative interprise and common understanding of problems intimately related to the classroom. The importance of instructional planning may easily form an excellent project for staff discussion and realization. By a developmental plan of this character, the principal can learn and apply the technique of supervision as his teachers practice the techniques of teaching.

6. Teachers' Advisory Council

One of the best ways to facilitate good administration is through the teachers' council. This could well be composed of the principal as chairman, the assistant principal, the librarian, the guidance counselor, elected representatives of the teachers and lay people. Such a council should provide a direct and regular channel of communication between the staff and the administrators of the school for the discussion of school policies, personnel welfare, and public relations. It offers the principal advice and counsel on matters of concern to staff members. It helps him to interpret the feelings and points of view of the staff to the superintendent and other supervisory and adminisrtative officers. It should also be valuable source of assistance to him in the continuing effort to evaluate the work of the school. Above all, it should produce an integrated staff for the good of the youth enrolled in the school. By such a plan, everyone should feel that he is a part of the school and help in the determination of its policies and philosophy.

NON-INSTRUCTIONAL PERSONNEL

1. Secretarial Services

The secretarial and clerical services should free the principal of clerical detail. Good administration should require a minimum of clerical work of teachers since their time should be devoted to instructional duties.

2. Custodial Services

Custodial employees should be responsible to principal. The duties and responsibilities of the custodians should be in written form and be available not only to the administrators and the custodians but also to every teacher on the staff. Periodic inspections of the building should be made by the principal to insure the maintenance of a clean, attractive, and healthful building.

Refresher courses should be given at regular intervals to keep the individual custodians alert to new and better methods of procedure.

3. Cafeteria

The cafeteria manager should work closely with the principal. Weekly menus should be publicized by bulletins, school paper, or on school bulletin boards. A careful system of accounting should be maintained to insure attractive, nutritious meals within the price range.

VII. INSTRUCTION IN THE JUNIOR HIGH SCHOOL

A. Introduction

The specific purposes and functions of the junior high school emphasize instruction. The junior high school cannot be construed as a convenient collection of grades nor a school segment under a principal nor a steppingstone to the senior high school. Junior high education must be recognized as a unique and distinct program that evolves from the nature, needs, interests, and abilities of early adolescent youth in a democratic society. In structuring any program of education, four facets are involved: the "why?" the "what?" the "how?" and the "to what extent?" Although considerable emphasis has been given the first two facets in planning junior high school programs (see sections IV and V of this bulletin), too little attention has been placed on the "how?" and the "to what extent?"

Ultimately, the purposes and objectives of junior high school education must be translated into action through a sound and workable teacher-pupil relationship. Commonly arrived at, defensible philosophies of junior high school education, challenging courses of study, and administrative patterns and policies either come alive functionally and meaningfully in the classroom under the leadership of a professionally alert teacher, wise in the techniques of group management and the nature of early adolescence, or they lose their force in meaningless classroom methods and techniques. Classroom activity is the instructional heart of the school.

B. The Needs of Adolescents

Pupils in the junior high school are unpredictable. Often the junior high school period is an "age of turmoil." It is during this time that very rapid changes occur in the individual pupil. He is neither a child nor an adult. He is an early <u>adolescent</u> in the process of <u>becoming</u> a young adult. As a result of this growth and development, he faces a multitude of problems. Among these are: (1) adjusting to physical maturation, (2) achieving peer acceptance, (3) establishing emotional independence from parents and other adults, (4) developing boy-girl relationships, (5) achieving

a degree of economic independence, and (6) developing a philosophy of life.

The interests of the junior high school pupil are many and transitory. His attention span is regulated by the intensity of his interests. He is curious. He wants to know about things and why they are as they are. This is a time of exploration and self-discovery - a time that provides a stimulating challenge to his teachers.

In planning instruction for junior high school classes, educators must be highly sensitive to the physiological, social, and emotional changes of pupils. Learning activities must be geared to these changes and must be designed to help pupils meet their needs. Perhaps there is no place in the school program where greater variety of functional learning activities is more essential than in the junior high school.

C. Democratizing Instructional Planning and Classroom Management

1. Planning Cooperatively

To learn democracy, students must have an opportunity to practice it in a democratic environment. Cooperative planning in the junior high school implies that students and teachers work together to define goals, determine methods of attacking problems, and evaluate class and individual progress. Providing junior high school youth an opportunity to share in planning worth-while educational activities has been identified as an important means whereby learning can be made more meaningful and functional to the learner. Giving learners a share in planning is not to be interpreted as a suggestion that teachers give up their professional role of guidance and leadership responsibility in the classroom. Rather, it involves a process in which pupils are given an opportunity to view proposed learning experiences and to offer suggestions as to how identifiable goals can be reached.

A suggested approach to effective teacher-pupil planning includes cooperative classroom activities that emphasize:

a. setting forth a statement of the problems, units, or coordinated areas of learning to be considered;
b. establishing the goals to be reached;
c. selecting the learning units;

d. establishing a wholesome classroom climate in which pupils have the opportunity to make suggestions within the framework of the school's philosophy and the objectives of the course, regarding the "why?" "what?" "where?" "when?" "who?" and "how?" of the daily learning activities; and
e. formulating a means whereby progress toward the established objectives can be evaluated.

Cooperative teacher-pupil planning cannot begin without preparation. Teaching procedures directed toward planning must in themselves be preplanned and the stage carefully set by the teacher through a developmental background that clearly reveals to junior high school pupils the necessity for their participation and effective ways in which their contributions can be made.

2. Determining Goals and Objectives

Definite goals and objectives should be determined for each area of instruction. These should be determined in relation to the philosophy of the school and the total educational program of the pupil. This calls for cooperative planning among teachers and frequent check-ups to determine the over-all effectiveness of the instructional program in terms of individual pupil progress. In the teaching process, teachers can help each other, especially in studying possibilities for integration of various subject areas. The contributions of pupils and, where possible, parents or other school patrons must not be overlooked in determining goals and objectives.

3. Organizing and Developing Units of Instruction

Special effort must be taken by teachers to insure continued motivation in learning activities among junior high school youth. Classroom work generally should be organized around cooperatively planned units or problem areas. Prior to the initiation of study activities, a unit should be preplanned in skeletal fashion and added to, varied, and changed as learning proceeds. All junior high teachers should be experienced in constructing teaching-learning units. Because of the broad scope of exploration underwritten in the philosophy of the junior high school, education at this level lends itself particularly well to frames of reference established through planned unit outlines.

Professional education has identified in detail worth-while procedures for developing unit outlines. There is common agreement that teaching and learning are more effective when attention is given the following in preparing for instruction:

a. Statement of the unit or topic usually set forth as a problem in question form

b. Specific Objectives

Summarized here should be the preplanned objectives established by the teacher - understandings, skills, subject matter outcomes, special abilities, and attitudes, as well as those pupil objectives that might possibly be developed cooperatively.

c. Overview and Content

This should contain motivating leads; a brief description of the unit as it might evolve; or an outline in the form of topics, themes, generalizations, questions, problems, or proposals. This should contain an outline of content.

d. Activities

Listed here should be the organization for learning that is suggested. Various learning experiences can be summarized under: (1) introductory activities or approaches, (2) developmental activities, and (3) culminating activities. Activities should be suggestive of varied learning experiences, including committee research, recitations and discussions, and writing of reports.

e. Evaluation

This should contain a brief description of how the teacher and pupils can gather evidence that progress toward the objectives has been realized for the individual and for the group.

f. Materials

A list of books and resources useful to the teacher and a bibliography of teaching devices and resources such as films, books, texts, articles, and stories useful to the pupil should be included in this section.

The selection of problem areas to be used for organizing instructional units should be based upon criteria underwritten by the teaching staff. Of considerable importance are the following principles:

a. Are the experiences and learnings included in the unit of importance in promoting the democratic goals of our society and in satisfying the needs of the pupils concerned?

b. Do the experiences included make possible many avenues of enrichment that provide for the diverse interests, abilities, and needs of junior high school youth?

c. Does this instructional area lend itself to a wide variety of challenging learning activities, including discussion, library research, group participation, use of sensory aids, writing, reading, self-study, etc.?

d. Is this topic of sufficient importance that a wide variety of information and teaching materials suitable for the particular grade level is available?

e. Does the unit area make possible the development in pupils of behavior necessary in a democracy, such as weighing evidence, drawing conclusions, formulating concepts, self-evaluation, and developing understandings?

f. Is this unit area built upon learnings pupils have already acquired, and pointed toward experiences they will have in the future? Does it avoid overlapping of curriculum content? Does the selection of units cover the scope of content that should be included in the grade level concerned?

g. When translated into action in the classroom, will the unit provide opportunities for pupils to cooperatively participate in planning the specific activities they will undertake?

h. Is this unit comprehensive enough that it can be budgeted over a convenient length of time? Will it encompass many related knowledges, understandings, and facts? Will it motivate and be related to other learnings accomplished elsewhere in the curriculum?

4. Assigning Homework

Some out-of-school time should be available for pupils to engage in such wholesome activities as scouting, church work, 4-H programs, group programs in community centers, and the family circle. Parents are vitally concerned in the planning of out-of-school time, and they should participate in any conferences leading to decision on the amount of homework to be assigned. Where homework is an accepted part of the school pattern, assignments must be reasonable insofar as the amount of time to complete them is concerned. This requires cooperative planning among parents and teachers.

A second, and perhaps much more fundamental, problem in connection with the amount of homework is the nature of such assignments. It is accepted today that homework should be more than a mere repetition of study activities already completed in the class session. In addition, the stage for outside assignments

should be very carefully set, and attention given in the assignment to the varying capabilities and interests of the pupils. Homework should be complementary and supplementary to class work, and it should sometimes be budgeted over several days in order to give pupils an opportunity to learn research methods and self-study. It should include not only specific study activities but also investigation and projects contributing to the learning situation that cannot conveniently be accomplished in class under school supervision.

5. Evaluating Pupil Progress

Where planning has been done cooperatively by pupils and teacher, it is a natural concomitant that evaluation procedures should be agreed upon and carried out in the same democratic manner. Tests are regarded as necessary instruments for determining the status of individual and group progress toward the goals and objectives of the class. Tests are important measures of achievement. They are also a means for identifying pupil weaknesses and strengths leading to sources of information for preplanning and guidance. In addition to subject achievement, the pupil's personality development, character and citizenship qualities, attitudes, and ideals are factors that should be considered in evaluation.

In the junior high school it appears more desirable to use a wide variety of devices for evaluating pupil progress than has been customary. Such techniques include tests, reports, rating scales, sociometric devices, anecdotal reports and observations, autobiographies, and self-evaluative instruments.

Teachers are interested in the total progress of the child. This includes his knowledge of facts; his understanding of concepts, principles, and gereralizations; his grasp of fundamental skills; his evolving attitudes and ideals; and his behavioral patterns. To have pertinent information in these areas demands a breadth of evaluative instruments.

6. Maintaining Class Control

Worth-while pupil attitudes in the junior high school are developed largely

through an understanding relationship and climate established through the efforts of teachers in their classrooms. The articulation function of the junior high school necessitates educating early adolescent youth away from the imposed discipline of childhood toward the self-discipline of adolescence and early adulthood. Characteristic behavior patterns of normal children between the ages of 12 and 16 indicate that they desire to work out inter-personal relationships that offer opportunities for freedom from adult authority and for acceptance of worth-while values evolved by their peer groups.

Accepted disciplinary patterns must be learned. Newer dimensions in maintaining control indicate that teachers in their classrooms should:

a. provide the leadership for a vital, dynamic, challenging program of learning that is based upon the individual capabilities, interests, and needs of pupils;

b. know the behavioral characteristics and needs of junior high school youth generally and the specific strengths and weaknesses of their own pupils;

c. establish an environment in which youth can learn respect, responsibility, tact, and politeness, just as they learn skills and concepts in the subject areas;

d. create a climate through teaching and example in which the peer group, through democratic processes, accepts goals of personal adjustment that are in keeping with the principles of good school citizenship;

e. organize learning activities in which opportunities for self-discipline are encouraged and practiced;

f. maintain close professional relationships with guidance personnel, administrators, supervisors, and other teachers in the study of individual cases;

g. be alert to provide counseling and direction, privately and professionally, toward the end that a secure, consistent, sympathetic tone is maintained in the classroom at all times; and

h. cooperate with other junior high school professional workers in the continuing study and implementation of school policies and procedures that have implications for the establishment of worth-while attitudes in the school.

D. Utilizing Extra Class Resources

1. Audio-visual Aids

It is a recognized educational principle that direct experience, when

properly motivated, is the most effective means of gaining insight into a problem. Since this is often impossible or inefficient, junior high school teachers must resort to other methods of instruction. Always recognizing the important contribution of books and written symbols in teaching and learning, the junior high program must also be built upon a carefully planned utilization of audio-visual materials. In recent years, these aids have been increased to include many commercial and school-prepared materials that have value in enriching the classroom climate for learning. Also, these aids serve to bring within the classroom materials for exploration that effectively meet the functions of the junior high school.

2. Library

The library is an important center for learning in the junior high school. Because many elementary school programs do not include central library experiences, the junior high school library provides the first opportunity pupils have for using this valuable instructional resource on an organized basis. In stimulating, enriching, and supplementing learning activities, the library must operate in close cooperation with the classroom. The librarian and teachers have the responsibility for working together to insure that the wealth of written materials available make a worth-while contribution to the education of the child. Furthermore, in their professional roles, both should establish teaching procedures that will develop in children an interest in books, a critical evaluation of printed materials, and a growth in the knowledge of library organization.

3. Community Resources

Using the community as a laboratory for learning can be one of the most interesting and valuable techniques for instructing junior high school pupils in an appreciation of social problems and democratic processes. Operating within the pupils' experience level in a familiar setting with live situations, there are many opportunities to learn to do by doing. This activity frequently

promotes a two-way flow of understanding and appreciation on the part of students as well as the community personnel with whom they come in contact.

Utilizing this approach, many schools have given interest, life, and a functional aspect to studies which have made a contribution to better community analysis and development. An appreciation of community opportunities for living, learning, and earning is a valuable by-product.

Community surveys and the recognition of problem areas for research in all aspects of the school curriculum have generally formed the basis for initiating learning activities. In developing these studies, use can be made of the interview, survey, visit, field trip, and guest personnel in the classroom.

E. Determining the Role of the Teacher

1. Providing Time

The achievement of the highest type of instructional program in the junior high school demands not only the selection of highly qualified teachers but also the provision for sufficient time in teachers' schedules for evaluation, planning, and in-service training activities. It is the responsibility of the administrator to arrange for scheduled time for faculty members to perform these functions.

2. Using Appropriate Teaching Methods

There is no "best" method of teaching in the junior high school. Every device, technique, or method may have value at some time for each teacher, class, or learning situation. The resourceful teacher experiments with varied procedures and learns by experience which are most effective in achieving formulated aims and objectives. Constant experimentation, evaluation, and opportunity to profit from supervision will help the teacher develop a pattern of method that meets ever-changing conditions.

The interests of most early adolescents are transitory. This fact suggests that teachers use a variety of teaching methods and techniques in organizing learning experiences. No one activity, when used regularly, will continue to challenge junior high school pupils.

3. Emphasizing Citizenship Education

A primary responsibility of American education is to prepare youth for active participation in our democratic society, and every junior high school teacher must provide for the inculcation of citizenship education in every aspect of learning. Junior high school pupils need opportunities to:

a. understand what democracy is and how it works;
b. appreciate the advantages of living in a democratic society;
c. be aware of the duties and responsibilities of citizens in a free nation;
d. ascertain the backgrounds of our democratic institutions; and
e. participate in a truly democratic school environment.

4. Participating in Developmental Curriculum Planning

The curriculum of a school must grow and develop to keep pace with the changing nature of society and its institutions. Instructional technique and method must also reflect these changes, as research and the changing times make available improved points of departure for classroom learning. The junior high school teacher must accept the responsibility for knowing and experimenting with various instructional procedures. Being guidance-centered, the junior high school is uniquely adaptable to the cooperative study technique wherein teachers of the same grade meet regularly to discuss problems, plan learning areas, and share classroom techniques. Teaching schedules in the junior high school should be organized in such a way that horizontal curriculum meetings, in which all seventh, eighth, or ninth grade teachers can meet by grade, are possible.

In recent years, the "little school" approach to scheduling has emerged. This technique offers excellent opportunities in the junior high school for curriculum planning and guidance. At least three distinct types are identifiable in the "little school" concept:

a. <u>Organization by Grade</u>

Under this arrangement, teachers are assigned in such a way as to have major teaching responsibilities in subject areas at only one grade level. Thus, a teacher is assigned to teach English at the seventh grade level, or

mathematics and science at the eighth grade level. The teachers and pupils at each grade level, therefore, constitute three faculties and "little schools." When organized under competent chairmen, a junior high school staff administered in this manner has the opportunity for worth-while study based upon a consideration of the problems, needs, and experiences common to pupils at specific grade levels.

b. Organization by Staff

Usually found in larger junior high schools, this arrangement requires the staff to be divided into several smaller faculties, each having teaching responsibilities for a group of seventh, eighth, and ninth grade pupils. Thus, a school of 1200 children might have its faculty and pupils divided into little schools A, B, and C, each having a staff and approximately 400 pupils in grades seven, eight, and nine. In this manner, the staffs of each of these "little schools" can participate in a closer curriculum relationship than is possible when the entire school is organized for curriculum development.

c. Organization by Section

In a junior high school scheduled in this manner, a group of four or five sections of the same grade is assigned to the same major subject teachers. The latter are organized under a chairman and charged with the responsibility of planning and teaching the curricular experiences for the youth in these sections. If, for example, a junior high school has eight sections in grade seven, it might have two "little schools" at that grade level by dividing teaching responsibilities between two groups of teachers, each group having the same four sections in their various classes.

The "little school" type of organization has the advantage of being closer to the student, permits an integrated point of view among the teachers responsible for the instruction of the child, and has the potential for enlisting the teachers' active interest in and support of curriculum development.

F. The Common Learnings Approach

Instruction in the junior high school should emphasize general education and the relationships that exist among the various learning areas and subject fields. A curriculum design having considerable potentiality for effective early adolescent education is the common learnings approach. Frequently identified under a number of terms such as core, unified studies, general education, or citizenship education, the common learnings emphasize those basic experiences every pupil needs on the junior high school level for effective citizenship in our democracy.

Although there are many types of common learnings programs, generally the following curricular and instructional provisions are characteristic of most:

1. Learning activities in that portion of the curriculum designated as the common learnings are structured around broad problem and unit areas that are related to the individual pupil, his home, his community, his society.

2. Instruction in common learnings is accomplished in a longer block of time, usually two or three periods a day, with the rest of the school day given over to resource teaching in science and geography, mathematics, library, and special interest areas.

3. Teachers of the common learnings, in addition to their responsibilities for providing instructional leadership in the general education units, usually teach those areas generally construed as reading, language arts, social studies, and others.

4. In the common learnings, class work emphasizes problem solving techniques and includes a wide variety of pupil activities, materials, and resources that frequently cut across subject boundaries.

5. Many of the experiences included in the common learnings program are preplanned by the staff and subsequently worked out more in detail by teachers and pupils working together.

6. In the common learnings program, all general education teachers, resource teachers, and special interest teachers work together in close cooperation as a team to provide an integrated leadership for the instruction of pupils.

7. Facts, knowledges, skills, and understandings are taught in relationship to the contribution they can make to the solution of problems that have meaning for junior high school youth.

8. Because he is in a position to know the pupil well, the common learnings teacher assumes a position of importance in group guidance and individual counseling.

In operation, the common learnings class becomes a learning laboratory. Engaging in activities that provide insights into problems under study, pupils must seek help

from a variety of sources. Basic textbooks, supplementary references, library materials, sensory aids, community resources, teachers - all may be called upon to make contributions to the understanding of the topic under consideration and to develop the skills and knowledges considered important at the grade level concerned. Thus, subject matter becomes meaningful because of its applicability to the task at hand.

The classroom atmosphere in the common learnings program is one that provides for considerable flexibility. The teacher, as the legally constituted authority responsible for instruction in the classroom, must supervise and provide direction for a number of pupil activities. Individual study and research, small committee meetings, and total class discussions and recitations can be conveniently arranged. Basic skills are taught as they are needed. Ample opportunity is provided for developing and applying skills and knowledges to the understanding of a specific problem, thereby motivating functional learning. Furthermore, exploratory activities and enrichment suggested by the topic under study is easily encouraged.

In the common learnings curriculum, resource teachers in science and geography, mathematics, and library, as well as special interest teachers in art, music, practical arts, and physical education are expected to make contributions to the understandings being developed under the problem areas covered. Furthermore, all staff workers also have responsibilities for teaching important concepts, skills, and knowledges in their own areas of instruction that cannot conveniently be encompassed in the common learnings program.

The common learnings curriculum must be well-planned and supervised, carefully administered under competent leadership, and continuously evaluated. Its advantages lie in the fact that it makes possible carefully controlled progress away from the self-contained classroom of the elementary school toward the departmentalized curricular organization of the senior high school, because it includes elements of both. Furthermore, it makes possible a pupil-centered, integrated curriculum that emphasizes the relationships of various learning areas and the necessary in-service professional growth necessary to bring this goal about.

Schools desiring to incorporate in their instructional program elements of the common learnings approach are encouraged to confer with the Department of Public Instruction, to undertake an evaluation of the total school program as suggested in this bulletin, and to periodically forward progress reports to the Department.

G. Providing for Mentally Retarded and Physically Handicapped Children

Approximately twenty per cent of the junior high school pupils in our schools need special education services of one kind or another. In our democracy we believe in extending to every child an opportunity, through education, to develop whatever potential capabilities for education and training the child may possess.

The school laws of Pennsylvania assign to school administrators and boards of school directors the responsibility for the identification of handicapped children and the establishment and maintenance of proper educational services for handicapped children. (See Section 1371 and 1372, School Laws of Pennsylvania 1953, Bulletin 2, Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Pennsylvania.)

The State Council of Education has set standards for the organization and administration of special classes for exceptional children. (See Standards for the Organization and Administration of Special Classes, Commonwealth of Pennsylvania, Department of Public Instruction, Division of Special Education, November 1945.)

The identification of handicapped children in a school district can be accomplished by combining information from group tests, teacher judgment, physical examination, and reports and findings of the home-school visitor. The children on the list should be referred to the school psychologist for diagnosis and evaluation. The psychological findings should be the basis for recommendations to the school administrator for the kind of special education services which are needed by the children. Classes should be an integral part of the school as a whole.

H. Providing for the Mentally Advanced

There is a growing concern on the part of educators and the public as to what

can be done for the mentally advanced pupils in our schools. It is generally agreed that the mentally advanced include the top five per cent of the general population with intelligence quotients of approximately 125 or higher. To meet the needs of these pupils, the junior high school curriculum should be enriched both in breadth and depth.

In general, there are three ways of organizing school programs to provide for the mentally advanced. They include: (1) grouping to achieve specific purposes, (2) acceleration within the framework of an acceptable philosophy of junior high school education, and (3) enrichment within the regular curriculum. Policies for educating the mentally advanced should be cooperatively underwritten by the staff and specified by administrative regulations so that the program promotes the best interests of the child. Pupils should be admitted to a program for the mentally advanced only on recommendation of a public school psychologist and with the approval of the principal and parents.

VIII. THE GUIDANCE PROGRAM IN THE JUNIOR HIGH SCHOOL

A. Introduction

Guidance is essential for the pupil in the junior high school because his problems demand immediate understanding and adjustment. The pupils' problems, arising from physical maturation, pressure of cultural processes, desires, aspirations, and values of the emerging personality, require sympathetic and competent assistance.

The junior high school program that is most effective in helping its pupils meet their developmental needs provides guidance services that are an integral part of all learning experiences. The educational program must, then, be guidance-centered.

A guidance program carefully planned by a qualified leader to meet the needs of the school and the community is essential to any junior high school. Some criteria for an effective guidance program are:

1. The program should be system-wide.
2. Services should be for all pupils.
3. All staff members should participate in the program.
4. Leadership in the area of guidance services should be provided to assist faculty members to carry forward their guidance functions.
5. A cooperative point of view on the part of the administrative staff and the faculty is necessary.
6. The guidance program should be an essential part of the school's program and of related services extending into community life.

B. Personnel

Each school should have at least one person trained in guidance techniques and skilled in counseling. As more help is needed to carry on the program, additional counselors and teacher-counselors may be appointed. There should be, if needed, a counselor-coordinator to direct all guidance services and to assist in the selection, administration, and interpretation of tests. The work of the coordinator can be more effective when assisted by a guidance committee. The committee serves as a planning and evaluating group and consists of teachers, home-school visitor, psychologist, school nurse, librarian, and administrator. The committee serves to analyze the problems of guidance and plan an evolving program. Teachers should be encouraged

to make studies in various areas of guidance.

C. Guidance Services

1. Group Guidance

The home room is one of the most widely used places for group guidance. The home room teacher is "in loco parentis" and knows the individual pupil as a total personality to a greater degree than the average classroom teacher. The home room teacher helps to plan his guidance periods in the light of his intimate knowledge of the needs of his pupils, derived from home visits, cumulative records, and personal contact in the informal atmosphere of the home room.

Many schools have found that at least one period per week devoted to guidance activities has served as a starting point. A program, carefully planned and continuously revised by teachers, students, and guidance counselor, must be developed for use during this period to keep it from becoming "just another class" or an "extra" study period. Group activities can strive to meet the needs of pupils in such matters as orientation, development of leadership, personal and social adjustment, boy-girl relations, dress, courtesy, recreation, parliamentary procedure, and participation in school life.

Whenever groups of pupils meet with teachers or counselors to consider pupil problems and interests, group guidance or the group approach as distinguished from counseling or clinical approach is used. Special interest clubs, class projects, student council endeavors, the "re-hash" of an athletic contest with the coach after a game, and spirited class discussions are examples of opportunities for group guidance. A book that suggests ways to accomplish the aims of guidance in the regular classroom is the 1955 Yearbook of the Association for Supervision and Curriculum Development, Guidance in the Curriculum.

2. Counseling

Since counseling by guidance personnel and other staff members is essen-

tial in any guidance program, time must be provided to permit the realization of this function. The referral system for locating pupils in need of counseling is an efficient way to bring to the counselor's attention the pupils identified by teachers as having problems. The referral system must be organized administratively and the professional assignments of teachers made in such a way that recognition is given the time and effort staff members will give to counseling.

D. Educational and Occupational Resources

During his junior high school years, the pupil is faced with the necessity of making decisions as to educational and vocational plans to the extent that selection of subjects for the ninth grade and senior high school must be based on these decisions. This constitutes one of the areas where teachers of all subjects should be alert to possibilities for vocational guidance in their classes. Here the counselor can serve as a resource person for teachers and pupils. This is one of the primary elements of the exploratory function of the junior high school, and while we cannot expect these pupils to make final choices of occupations, careers, and avocational interests, some pupils can be benefited by helping them make wise choices in the selection of courses for the next higher grade or senior high school.

It is important to disseminate to pupils, parents, and teachers complete and accurate information about the program of the next higher grade. Although high school graduation is still somewhat distant, many pupils and their parents are concerned in eighth and ninth grades about college entrance requirements.

E. The Testing Program

The ever-growing appreciation and recognition of guidance and of the extension of guidance services have given new impetus to the use of testing. Modern well-rounded guidance programs utilize an adequate program of testing. Articulation with the testing programs at the elementary and secondary levels is essential. Planning a testing program should be the responsibility of the guidance committee, whose first

task would be continuous evaluation of the school and pupil needs, as well as setting forth the guiding philosophy. The final plan would spell out the philosophy and the importance of the program; the use of tests and their results; the values of the program to administrators, teachers, supervisors, curriculum makers, and guidance counselors; and procedures in interpreting results to faculty members, pupils, parents, and the community.

The final measure of effectiveness of any testing program depends upon the use which is made of the test results and the skill with which they are interpreted. In all instances, test scores must be considered as a means to an end and as one of many ways of diagnosing pupil abilities, achievements, interests, and needs.

It is impossible to set up a standard pattern of tests that fits all junior high schools, but there are certain minimums which all schools can meet. A group mental ability test should be given either just prior to or immediately after entry into the junior high school. The same need exists for an achievement battery, to determine whether or not remedial work in basic skills is required. A vocational interest test, carefully interpreted, is helpful to pupils in course selection and career planning. Special aptitude tests, personality inventories, and tests using projective techniques should be administered when the needs of the pupils necessitate their use. The use of individual tests of mental ability for the further identification of children of both high and low ability is a minimum essential in the testing program.

F. Cumulative Records

The guidance program depends largely on the development, availability, interpretation, and use of a cumulative pupil-personnel record system. A cumulative record folder should be provided for each pupil and be readily available for use by counselors and teachers in order to provide more effective instruction, guidance, and health direction. This record should follow the pupil through the elementary school, the junior high school, and the senior high school. It should include data

concerning activities, standardized test results, academic achievement, personality traits, social characteristics, health status, anecdotal information, family status, work experience, autobiographies, and any other facts which help teachers and counselors to know the pupil better.

The cumulative record system should conform to standards that have been well identified in educational thinking. The folder should be inclusive enough to make available a total picture of the child; it should lend itself well to the inclusion of anecdotal material; it should be easily changed and brought up to date; and it should be adaptable to the use for which it is intended. Above all, conditions should be such that all agencies of the school can be expected conveniently to contribute to the cumulative record - health department, home-school visitor, guidance department, classroom teacher, attendance officials, and administrative officers. A distinction should be made between the cumulative record which is used for the guidance program and may be kept in the counselor's office, and the permanent record which will be housed in the principal's office. By the same token, every agency of the school should have an opportunity to utilize the cumulative record folder for case study of the individual child. The keeping of records, as a means to an end, has but one essential purpose - that of describing the whole child to provide better educational and adjustive services for him. Thus, the cumulative record system must be evaluated not alone from the point of view of the material it contains and how it is organized, but primarily from the way the information is utilized in establishing a better climate for learning and living.

The classroom teacher will find the cumulative record a source of abundant information that will contain implications for the manner and method of dealing with the individual child, his interests, his strengths and weaknesses, his background, and his future plans. This will be true only in proportion to the amount of material that has been contributed by all personnel toward making the folder functional. Similarly, other professional workers should use the cumulative record as the basis

for all adjustive and counseling services. It is recommended that all conferences and discussions dealing with individual students be planned only after careful study of the cumulative record.

G. Facilities and Equipment of the Guidance Department

The importance of the guidance function merits providing adequate facilities and equipment for the guidance office. The guidance headquarters should contain adequate space, including private quarters for interviewing, with an adjacent waiting area. If possible, the unit should either contain or be close to a conference room where in-service training of small faculty groups and student or teacher conferences can be held; it should be located close to a fire-resistant vault where cumulative records are housed; and it should have bookcases and filing cabinets to house record forms, standardized examinations, and occupational and educational information. The furnishings should be functional and attractive, giving a warm and friendly atmosphere. A telephone is needed for direct and private contacts. Adequate clerical assistance is necessary in order to permit the counselor to devote his energies to guidance work. Guidance personnel should have access to pupils' schedules, cumulative records, equipment for specialized testing, and college catalogs. A means should be provided to attractively display catalogs, posters, and other materials available on a loan basis to students. In preparing the school district budget, adequate funds should be provided to carry on the program.

H. The Team Approach in Guidance

As stated previously, every staff member has guidance responsibilities in the junior high school. Increasingly, the modern junior high school is finding it desirable to adopt a team approach for the study of problem situations and individual cases. The guidance team, called together to consider specific problems, consists of such school personnel as the teacher, the counselor, the nurse, the home-school visitor, as well as community resource personnel such as the psychiatrist, the social worker, and youth group agencies. Such a team can bring to a study of the in-

dividual child a fund of resources that is considerably broader than that of any one professional worker. This approach has many possibilities for the isolation of causes and the determination of a course of action in providing guidance services for the junior high school.

PUBLIC RELATIONS IN THE JUNIOR HIGH SCHOOL

In the Junior High School, the need for sound public relations policies, programs, and practices is unique. The Junior High School stands with one foot in the six grades of the elementary school. Its other foot rests on the threshold of the Senior High. It is an institution of transition for the changing children it teaches -- these children who are in the process of becoming physiologically and psychologically different than they were -- still different than they will yet become. Its program, accordingly, must be different. Its public, therefore, must understand, support, and strengthen that differentness.

Public relations, in general, has been defined as anything anyone says or does anywhere at anytime for the good of the school. In its professional sense, it has been defined as a quality performance by the entire school which is understood, appreciated, and supported by the entire community.

The White House Conference on Education Committee said, "The public is interested in quality. A school ... which is genuinely trying to improve itself dramatically can capture the imagination of the public. The better a school system is, and the greater number of people aware of it, the more public support it can expect. The schools do not have to stoop to arouse public interest; they must rise to it."

This being true, the Junior High School which is interested in self-improvement will plan its public relations program around two complementary tenets.

First, it will make itself acutely conscious of its relationships within the total school system. It will gear its own program to the over-all program for the entire system. It will be a good professional neighbor to both the elementary schools and to the upper secondary schools within its own District. It will respect the functions each seeks to serve. It will work at interpreting and explaining its own functions for Junior High youth. Teachers will be encouraged to move back and forth between the three divisions. Pupils will engage in intervisitation, especially from the Junior into the Senior High School.

Second, it will plan, and carefully, a well-developed external program in public relations of benefit to pupils, teachers, the school system, and the community. Such a program "must be honest in intent and execution, intrinsic in the school, continuous in application, positive in approach, comprehensive in character, sensitive to the public concerned, and simple in meaning and conception."

The major functions of such a program would be:

1. To inform the public about the school's successes, work, plans, and needs;

2. To establish and maintain public confidence and pride in the school;

3. To secure parental and general citizen help in the democratic improvement of the school's programs and services;

4. To strengthen the relationships of the school and the home for the benefit of the pupil;

5. To sharpen the awareness of the school's personnel concerning the community's attitudes toward and aspirations for the school.

The principal instruments or media by which these functions can be discharged include:

1. The students of the Junior High School;

2. The teachers of the school;

3. The non-professional employes in the school;

4. The parents and all other citizens of the community who are constructively interested in improving the school;

5. The activities, programs, projects, and work of the school itself in all their variety;

6. The other social, civic, patriotic, spiritual, and service organizations of the community;

7. The local media for mass communication, e.g., press, radio, television, etc.;

8. All those other resources which are peculiar either to the particular Junior High School or the specific community involved.

This manual was not intended to propose any uniform program of public relations for all Junior High Schools. Each community is different from the other;

so is each school. School needs vary. Pupil populations show great variations between Junior High Schools, often within the same community. Family backgrounds of pupils are as varied as the pupils themselves. It is reasonable, therefore, to suggest that each school must plan its own public relations activities, after defining the goal it seeks to achieve.

Nevertheless, the Junior High School Principal and his staff may find the following problems helpful as a guide to an improved school seeking a quality instructional program which is understood, appreciated, and supported by its parents and citizens:

1. What is our school's concept of public relations as that term applies to us?

2. How does our school secure staff-wide understanding of that concept?

3. How does our staff organize to plan the basic elements of a Junior High public relations program?

4. What are the public relations goals we ought to seek as a school in the community?

5. What activities are we currently supporting which contribute to the goals we have agreed to seek?

6. What additional activities and projects would take us further toward those goals?

7. What present activities would be better if differently slanted or given less emphasis?

8. What can we do as a staff to secure additional and meaningful citizen involvement and participation in the work of the school with especial reference to P.T.A.?

9. What are the <u>total</u> public relations resources of the school and the community?

10. Which of those resources, through utilization, would improve our school's program of public relations?

11. What responsibilities can be assumed by individual staff members for specific public relations activities on behalf of the school?

12. What channels are to be followed in each case?

13. How shall we evaluate the worth of the work we do together to achieve the public relations goals we have set?

X. EVALUATION OF THE JUNIOR HIGH SCHOOL

The evaluation of the over-all program of the school should be a continuous process. In recent years, considerable emphasis has been given to educational thinking to the advantages of a staff participating cooperatively in self-evaluation. Local conditions, of course, will determine specifically the nature of the evaluative procedure. However, every junior high school will benefit from the establishment of an evaluation committee charged with the responsibility of providing leadership in the continuing evaluation of specific aspects of the curriculum as well as in the periodic evaluation of the entire school program. The logical point of departure for evaluation is: How well are we progressing toward the realization of our goals?

A suggested procedure for conducting a continuous program of evaluation might include some or all of the following activities:

Suggested Activity	Suggested Method of Accomplishing the Activity
1. Organizing the Committee on Evaluation.	1. The principal, as chairman, appoints a small committee from the teaching and supervisory staff.
2. Establishing the need for an effective program of evaluation.	2. General staff meeting or meetings under the leadership of the Evaluation Committee.
3. Identifying the purposes and functions of the modern junior high school.	3. (a) Study of educational literature by individual staff members or small committees and report to the entire staff. (b) The entire staff organizes into workshop procedure, using consultants or specialists as resource personnel.
4. Studying the abilities, needs, interests, problems, and goals of pupils in the school.	4. (a) Organized committees study check lists, inquiry blanks, anecdotal records of guidance conferences, student autobiographies, teacher reports, and standardized test summaries, and report to the entire staff. (b) Organized committees study professional literature on needs and problems of early adolescent youth, and report to the staff.

Suggested Activity	Suggested Method of Accomplishing the Activity
5. Identifying community and societal needs.	5. Resource personnel from the community, university, and neighboring districts provide leadership for the staff operating as a committee of the whole.
6. Considering the present status of the junior high school program both locally and regionally.	6. (a) The staff meeting as a committee of the whole under the leadership of the principal or Evaluation Committee study local school problems. (b) An analysis by an educational consultant from the State Department or university.
7. Establishing criteria under which the junior high school is to be evaluated.	7. Departmental committees study and report to the staff criteria to be used. Suggestions for the establishment of criteria are listed below. (a) The Evaluation Criteria, Cooperative Study of Secondary School Standards, Washington 6, D. C. (1950). (b) Criteria for Evaluating the Junior High School, The Texas Study of Secondary Education, 217 Sutton Hall, University of Texas, Austin (1954). (c) Scale for Judging a Junior High School, California Association of Secondary School Administrators, Mrs. Marion C. Wagstaff, Executive Secretary, Junior High School Council, Inc., 3745 Los Feliz Boulevard, Los Angeles 29, California (1952) (d) How Well Does Your High School Rate on the Imperative Needs of Youth? The National Association of Secondary School Principals Bulletin, Vol. 33, pp. 8-46 (October 1949). (e) Ways to Judge a Junior High School, The National Association of Secondary School Principals Bulletin, Vol. 35, pp. 112-119 (December 1951).
8. Organizing the staff for the study of the school program in relation to the criteria established.	8. (a) The Evaluation Committee selects personnel from within the school or school district to evaluate practices and philosophy.

Suggested Activity	Suggested Method of Accomplishing the Activity
	(b) An Evaluation Team under the leadership of the County or District Superintendent's Office or a School of Education is invited to perform this function.
9. Utilizing reports and recommendations for improvement.	9. An editing committee summarizes reports and makes available findings to the entire staff, toward the end that improvement results.

It is emphasized that the above professional activities are suggested for the purpose of establishing a frame of reference under which a junior high school can be organized for evaluation. Whether evaluation is construed for the purpose of inquiring into but one facet of the junior high school or the entire program, a similar point of departure has a great deal to commend it. Local conditions will determine the exact nature of the activities involved and the organization of the staff for accomplishing the necessary professional work. Many schools have found it desirable to have students and lay people serving on committees.

The Department of Public Instruction is vitally interested in the means employed on the local level for evaluating the total junior high school program. Reports from schools evaluated under the above general suggestions are requested. They should be forwarded in triplicate to the county or district superintendent, who in turn will submit one copy to the State Department, retain one copy for the central files, and return one copy to the school evaluated. If merited, the Department of Public Instruction will send a letter of commendation to the school evaluated and place a symbol beside the name of the school in the Education Directory, Bulletin 70.

The program of evaluation should lead to improvement. The entire enterprise should be cooperative, based upon a mutual interest of administration and teaching staff toward establishing a better climate for learning. Group action

should be the framework around which evaluation proceeds. Professional help from resource specialists and educational materials, field trips to other schools, and clerical assistance in writing reports should be available to staff workers. Above all, cooperative effort should be extended by everyone connected with the junior high school toward making it, as a result of the evaluation enterprise, a better place for early adolescent youth to mature into active, participating citizens in our democracy.

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